COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG

Manual and Courses of Study for Elementary Schools

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MANUAL AND COURSES OF STUDY FOR ELEMENTARY SCHOOLS

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MANUAL AND COURSES OF STUDY FOR ELEMENTARY SCHOOLS

FOREWORD

This second edition of the Manual and Courses of Study for Elementary Schools has been printed in order to supply the demand of teachers and school officials.

The original manuscript of the Manual was prepared by the Department's staff with the collaboration and helpful criticisms of the following committee:

Mr. C. E. Dickey, Superintendent of Schools for Allegheny County

Mr. M. J. Wertman, Superintendent of Schools for Lehigh County

Mr. Eli M. Rapp, Superintendent of Schools for Berks County

Mr. Isaac Doughton, Superintendent of Schools of Phoenixville

Mr. E. A. Quackenbush, Supervising Principal of Towanda

The Manual of school organization and administration has been revised in order to conform to legislation passed by the 1925 Assembly.

The Department of Public Instruction welcomes constructive suggestions of possible modifications and revisions which will render the Manual and the Courses of Study of increased value to the schools of the State.

Francis B. Haas

Superintendent of Public Instruction

MANUAL FOR ELEMENTARY SCHOOLS

PART ONE: LEGAL AND PROFESSIONAL RELATIONS

I. ELEMENTS OF ORGANIZATION

A. STATE ORGANIZATION

The school system of Pennsylvania, of which the elementary schools form a major part, rests on this constitutional provision:

> The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all the children of the Commonwealth above the age of six years may be educated.....

In the general plan which the legislature has adopted for the administration of a system of public schools, the State has been divided into school districts, each with its own local officers who maintain and operate the schools.

The schools in these districts taken as a whole constitute the State system of public schools. The State has a joint interest in each district, that of bringing about a coördination of the educational work of the State that will result in an efficient system of public schools.

1. State Superintendent of Public Instruction

The Constitution provides for the office of a State Superintendent of Public Instruction. His duties in a general way are to supervise the schools of the State and to "give information to the people upon questions and matters calculated to promote the cause of education." In carrying out these general duties he must collect data through reports, establish minimum standards through courses of study, provide for the training and certification of teachers and see to the proper enforcement of the provisions of the law throughout the State. The law implies an inspirational duty, that of being the professional leader of the State.

2. State Council of Education

This body takes the place of the State Board of Education and the College and University Council, and performs the functions formerly assigned to them by the School Law. Its duties in a broad way include the following: To recommend needed legislation, to provide

regulations for the sanitary inspection and equipment of buildings, to equalize educational advantages in different parts of the State, to encourage and promote agricultural education, and to inspect and require reports of educational work in schools and institutions wholly or partly supported by the State. It has the further duty of passing upon all charters for the incorporation of institutions of higher education with power to confer degrees. The council consists of nine members, serving for six years without compensation. They are appointed by the Governor of the Commonwealth. The Superintendent of Public Instruction is the chief executive officer and president of the council.

B. LOCAL UNITS: DEFINITION OF TERMS

The law gives to local authorities the power and responsibility for maintaining and operating such educational facilities as the needs of the district require. Among these powers and responsibilities are the provisions for proper building facilities, textbooks, and supplies, the selection of teachers and other school employes, the extension of both the term and course of study beyond the minimum requirements, the provision of funds through local taxes, and the enforcement of all laws relating to the local district.

Schools shall or may be established in accordance with these provisions of the law:

> Section 401. The board of school directors in every school district in this Commonwealth shall establish, equip, furnish, and maintain a sufficient number of elementary public schools, in compliance with the provisions of this act, to educate every person, residing in such district between the ages of six and twenty-one years, who may attend; and may establish, equip, furnish, and maintain the following additional schools or departments for the education and recreation of persons residing in said district, which said additional schools or departments, when established, shall be an integral part of the public school system in such school district, and shall be so administered, namely:
>
> High schools
> Manual training schools
> Vocational schools
> Domestic science schools
> Agricultural schools
> Evening schools
> Kindergartens
> Libraries
> Museums
> Reading-rooms
> Gymnasiums
> Playgrounds

Schools for blind, deaf, and mentally deficient
Truant schools
Parental schools
Schools for adults
Public lectures—together with such other schools or educational departments as they, in their wisdom, may see proper to establish.

An act of the Legislature for the session of 1925 provides that on written application signed by twenty or more residents of a district above the age of sixteen years and who are not attending a public or private day school, the board of school directors shall provide free extension education in the regular course of study or in English and citizenship for immigrants and native illiterates or in citizenship for adults.

1. County

The county is not a unit of school supervision and administration except in so far as the jurisdiction of the county superintendent makes it one.

2. School District

A school district is the unit of administration for the public school system. It may be a city, a borough, or a township. Districts are of four classes.

a. *First Class.* Having a population of 500,000 or more.
b. *Second Class.* Having a population of from 30,000 to 500,000.
c. *Third Class.* Having a population of from 5,000 to 30,000.
d. *Fourth Class.* Having a population of less than 5,000.

3. School Director

School directors are the administrative officers of a school district. Their chief function is legislative rather than supervisory. In districts of the first class there are fifteen members on the board of school directors; in second class districts nine members; in third class districts, seven members; in fourth class districts, five members. Directors are elected at large biennially at the November municipal election, one-third being chosen at each election. In first class districts, however, the county court of common pleas appoints the members. School directors serve without pay for a term of six years.

In addition to the administration of the affairs of the school district, the following section of the law indicates the relation of the school directors to the ordinary procedure of the school.

Section 404. The board of school directors in every school district in this Commonwealth may adopt and enforce such reasonable rules and regulations as it may deem necessary and proper, regarding the management of its school affairs and the conduct and deportment of all superintendents, teachers, and other appointees or employes during the time they are engaged in their duties to the district, as well as regarding the conduct and deportment of all pupils attending the public schools in the district, during such time as they are under the supervision of the board of school directors and teachers, including the time necessarily spent in coming to and returning from school.

4. Superintendent

Superintendents are elected "for the superintendence and supervision of the public schools of this Commonwealth." They serve for a term of four years and under a commission issued by the Superintendent of Public Instruction. County and assistant county superintendents are paid by the State; district superintendents are paid by the districts. Every school district of the State is under the jurisdiction of a superintendent.

The qualifications for a superintendent are named in the School Law:

Section 1103. No person shall be eligible for election or appointment as county, district or assistant county or district superintendent, unless he holds one of the following:

A diploma from a college or other institution approved by the College and University Council of this Commonwealth; a diploma issued by a State normal school of this Commonwealth:

Provided, That no person shall be elected or appointed a county, district, or assistant county or district superintendent, who has not had six years successful teaching experience, not less than three of which shall have been in a supervisory or administrative capacity: And provided further, That completing, in a college or university, a graduate course in education which is approved by the College and University Council shall be accepted in lieu of the three years of service in a supervisory or administrative capacity herein before set forth: And provided further, That serving either as county, district, or assistant county or district superintendent, in this Commonwealth, at the time this act becomes effective, shall be considered sufficient qualification for any of the aforesaid offices.

a. *County Superintendent.* A county superintendent has jurisdiction over all schools of a county except such as have a district superintendent; that is, he is superintendent of all fourth class districts and such third class districts as have not elected their own

district superintendents. They are elected by the school directors of the counties in convention assembled, on the same day over the State, the second Tuesday of April, and begin their terms hereafter on the first day of July following the election.

The duties of a county superintendent are enumerated in the School Law:

> Section 1123. It shall be the duty of every county superintendent to visit personally as often as practicable (in addition to the visiting herein required by assistant county superintendents if any), the several schools in the county under his supervision, to note the courses and methods of instruction and branches taught, to give such directions in the art and methods of teaching in each school as he deems expedient and necessary, and to report to the proper board of school directors, any inefficiency found, so that each school shall be equal to the grade for which it was established and that there may be, as far as practicable, uniformity in the course of study in the schools of the several grades.
>
> Section 1124. It shall be the duty of every county superintendent to inspect the school grounds and school buildings visited by him, and to report to the board of school directors of the proper district any violations of any of the provisions or requirements of this act regarding the sanitary or other conditions thereof.
>
> Section 1149. It shall be the duty of each county and district superintendent to see that in every district there shall be taught the several branches required by this act, as well as such other branches as the board of school directors may require.

b. *Assistant County Superintendent.* The School Law provides as follows for assistant county superintendents:

> Section 1126. Every county superintendent having more than one hundred and fifty and not more than three hundred and fifty teachers under his supervision shall have an assistant superintendent; every county superintendent having more than three hundred and fifty and not more than six hundred teachers under his supervision shall have two assistant superintendents; every county superintendent having more than six hundred and not more than eight hundred teachers under his supervision shall have three assistant superintendents; and for each additional four hundred teachers, or fraction thereof, under his supervision a county superintendent shall have an additional assistant superintendent. And the school directors of any county, at their convention for electing a county superintendent, may authorize the appointment of additional assistant superintendents to those herein provided for.

Assistant county superintendents are appointed by the county superintendent in conjunction with the officers of the school directors' association of the county.

An assistant county superintendent's duties are thus defined by the law:

> Section 1131. Every assistant county superintendent shall diligently visit the schools assigned him by the county superintendent, and shall, under his direction, supervise and direct the work of the schools and see that each school is equal to the grade for which it was established, and that there is as far as practicable, uniformity in the courses of study of the several grades respectively, and shall, when so directed by the county superintendent, the Superintendent of Public Instruction, or a State inspector of high schools, direct or conduct examinations for promotion or graduation. He shall also inspect school property and see that the requirements of the law as to buildings, grounds, equipment, and sanitary arrangements are fully observed and complied with. During the school terms and vacations he shall assist the county superintendent in his work, and perform such other duties in connection with the public schools of the county as may be assigned him by the county superintendent. Provided, however, That the duties herein prescribed for the assistant county superintendents shall, in no case, be construed to lessen or limit the duty and responsibility of the county superintendent to visit all the schools under his jurisdiction as frequently as possible.
>
> Section 1132. Assistant county superintendents shall meet with boards of school directors for conference when they deem it necessary, or when they are requested by the directors to do so, and shall make to their county superintendents monthy reports concerning the condition and progress of the schools which they have visited together with any needed recommendations, which reports shall be kept on file in the county superintendent's offices for not less than one year. The county superintendents shall forward to the various boards of school directors the reports and recommendations of the assistant county superintendents concerning the schools in their districts, or such portions thereof as they deem wise, together with any additional suggestions or recommendations.

c. *District Superintendent.* First and second class districts must, and third class districts may, elect district superintendents. In the second and third class districts they are elected by the directors met in convention on the same day that the county superintendents are elected.

The School Law enumerates the following duties for a district superintendent:

> Section 1142. The duties of district superintendents shall be the same as those now required of county superintendents, and also such as shall be required of them by the board of school directors of their respective district. The district superintendent shall have a seat in the board of school directors of the district, and the right to speak on all matters before the board, but not to vote.

d. *Assistant District Superintendent.* The number of assistant district superintendents in a district of the first, second, or third class is optional with the board of directors.

Assistant district superintendents shall perform such duties as may be assigned them by the boards of school directors or by the district superintendents.

5. Supervising Principal

The following provisions are made by the school law in regard to supervising principals and special supervisors:

> Section 1214. The board of school directors of any school district of the third or fourth class which has no district superintendent may employ, for a term not exceeding three years, a supervising principal of a part or all of the public schools of said school district. Every supervising principal shall have the same qualifications as are herein required for a superintendent of schools.
>
> Section 1215. Two or more school districts may join in the employment of a supervising principal, or a supervisor or teacher of drawing, music, or other special subject, for part or all of the schools of such districts; such supervising principal, supervisor or special teacher to be employed, his compensation paid, and his duties prescribed, by the several districts employing him.

The board of school directors may delegate to the supervising principal their authority to "exercise general supervision over the schools of their district." In addition to this authority he assumes duties imposed on individual teachers in districts that do not have such a principal. In a general way, the principal looks after the carrying out of the School Law as it is related to pupils and to instruction. He is responsible for maintaining the discipline of the school, for making the classification of pupils (in conjunction with the proper superintendent), for supervising the instruction by the teachers, for the carrying out of regulations in regard to courses of study, and for keeping the board informed on the condition of the school.

6. Teacher

The teacher is the vital unit in providing a "system of public schools." It is obligatory on the part of every board of school directors to employ the necessary qualified teachers to keep the schools of the districts open in compliance with the law. Every teacher so employed must be at least eighteen years of age, must be in good health, and must hold a legal certificate for the grades and branches she is to teach. The rights and duties of the teacher are set forth in another part of this manual.

7. Pupil

The pupil is the vital concern in a system of public schools. The attendance and classification of pupils are discussed in Part Two of this manual. These provisions of the school law help to define the word pupil:

> Section 1401. Every child, being a resident of any school district in this Commonwealth, between the ages of six and twenty-one years, may attend the public schools in his district, subject to the provisions of this act.
>
> Section 1402. A child shall be considered a resident of the school district in which his parents or the guardian of his person resides. If any child has no parents or guardian of his person, then such child shall be considered a resident of the district in which the person sustaining parental relations to such child resides.

8. Kindergarten

A kindergarten is a school for children between the ages of four and six years. Such a school may be established in a district of any class on petition of the parents or guardians of at least twenty-five children of such ages residing within the district, and within one mile of any elementary school building.

A board of school directors may, in addition to all other taxes, levy a two-mill tax for support of a kindergarten.

9. Elementary School

The School Law says that "the board of school directors in every school district of this Commonwealth shall establish, equip, furnish and maintain a sufficient number of elementary schools in accordance with the provisions of this act to educate every person residing in such district, between the ages of six and twenty-one years who may attend."

The term "elementary school" is used to include the grades not recognized as high school grades. The law defines a high school as an organization of grades seven, eight, nine, ten, eleven, and twelve. In case, however, where grades seven and eight are not organized as junior high school grades or as a part of a six-year high school, they shall be considered as a part of the elementary school.

10. School Year

The school year in first, second and third class districts shall include a minimum school term of one hundred eighty days. In fourth class districts the minimum is one hundred sixty days. A board of school directors may establish a school term beyond the minimum. They also fix the dates of the beginning and ending of the school

term. In districts of the fourth class the board of school directors may shorten the period of compulsory attendance for children fourteen years of age and over to not less than seventy per cent of the school term, but they shall at the same time fix the date for the compulsory attendance to begin. And from that time to the close of the compulsory attendance period every pupil between 8 and 16 years of age must be regular in his attendance irrespective of the number of days he may have attended before the beginning of the compulsory attendance period.

The School Law further provides that "twenty days of actual teaching shall constitute a school month" and that "no school shall be kept open on any Saturday for the purpose of ordinary instruction, except when Monday is fixed by the board of school directors as the weekly holiday, or on Sunday, Fourth of July, or Christmas, nor shall any school be kept open in any district during the time of holding the annual teachers' institute for such district."

11. School Day

The School Law provides that "unless otherwise determined by the board, the daily session of school shall open at nine ante meridian and close at four post meridian, with an intermission of one hour at noon, and an intermission of fifteen minutes in the forenoon and in the afternoon."

12. Holidays

In addition to the observance of the Fourth of July and Christmas the School Law makes the following provisions as to holidays:

> Section 1604. The board of school directors in any district in this Commonwealth shall, by a majority vote, decide which other holidays may be observed by special exercises, and on which holidays, if any, the schools shall be closed during the whole or part of the day. And the board of school directors may provide for such vacations in its district as it deems wise: Provided, That no days on which the schools are closed shall be counted as days taught.

C. COURSE OF STUDY

The School Law provides for the following minimum course of study:

> Section 1607. In every elementary public and private school established and maintained in this Commonwealth, the following subjects shall be taught in the English language and from English texts: English, including speling, reading, and writing; arithmetic; geography; the history of the United States and of Pennsylvania; civics, including loyalty to the State and National Government,

training in safety-first methods, and the humane treatment of birds and animals; health, including physical training and physiology; music; art. Other subjects shall be taught in the public elementary schools and also in the public high schools as may be designated or approved by the State Board of Education. All such subjects, except foreign languages, shall be taught in the English language and from English texts.

Section 1608. The board of school directors in every school district in this Commonwealth, with the advice, assistance, and approval of the proper superintendent of schools, shall arrange a course or courses of study adapted to the age, development, and needs of the pupils. These courses of study shall conform to any general course of study arranged by the Superintendent of Public Instruction, so far as the local conditions in respective districts permit.

The minimum courses of study issued by the Department of Public Instruction are available for all districts as a basis for instruction in all branches. These courses of study are not textbooks or to be used as textbooks; they are suggestive outlines as to the material and method of instruction.

A course of study is an approximate guide to what the pupils of any year may be able to do. The amount of work covered will depend not only on the ability of the pupils, but also on their industry and their effective management by the teacher. No more of the course should be undertaken than can be well done. No course was ever made to be completed in a certain time, nor the subject matter taken in the exact order indicated. The purpose is to get the more essential features of the course well fixed in the minds of a majority of the pupils. It will be advisable for every teacher to make a tentative schedule of the year's work, checking and revising from time to time, so as to be sure to cover the more essential material of the course.

It is only reasonable to suppose that a majority of the pupils should be advanced in the course each year. If they are not so advanced it is due to a number of causes most of which cannot be laid to the pupils themselves. Children in danger of non-promotion in the course should be carefully studied in order to determine the causes of seeming failure. These causes should, if possible, be removed, or in justice to the children, adjustments should be made in subject matter. Every pupil does not need to take all subject matter in a year's assignment. A pupil whose ability warrants it may omit a part of the course of study. By the assignment of the right type of work from the course of study and by effective instruction and drill, a great majority of the average class can be sent on to another year at the end of the school term.

D. TIME ALLOTMENT

The following table gives the approximate number of minutes to be devoted to each of the different activities in the several grades. The allotment is based upon the six-hour school day designated in the School Law. The time assigned to the different subjects includes that used for both recitation and study. On the whole, it is best to assign definitely all the available time. Some teachers, however, prefer to have a period of unassigned time which may be used in a variety of ways where it will serve to the best advantage. The best time for this period is not at the very end of the school day.

TIME DISTRIBUTION TABLE

SUBJECT	YEARS								Total
	I	II	III	IV	V	VI	VII	VIII	
	Minutes per week								
Opening Exercises	75	75	75	75	75	75	75	75	600
English—Reading	450	400	350	250	225	225	200	200	2,300
Spelling	------	------	75	75	75	75	75	75	450
Composition	50	50	75	125	125	125	150	150	850
Handwriting	------	50	75	75	75	75	75	75	500
Arithmetic	50	75	125	125	150	150	225	225	1,125
Geography, Nature Study, Science*	50	75	75	100	175	175	180	180	1,010
History and Civics	50	50	75	100	125	125	180	180	885
Health—Recesses	150	150	150	150	150	150	75	75	1,050
Physical Education	90	90	90	90	80	80	80	80	680
Health Training and Instruction	60	60	60	60	60	60	60	60	480
Music	100	100	100	100	100	100	125	125	850
Art—Drawing and Practical Arts	150	150	150	150	180	180	180	180	1,320
Unassigned	------	------	------	------	------	------	------	------	------
	1,275	1,325	1,475	1,475	1,595	1,595	1,680	1,680	

*All the time of the first and second years is allotted to nature study and all of the second half of the eighth year to science. In the other years, the regular time and also the unassigned time, as necessary, should be divided according to local requirements.

TIME ALLOTMENT TABLE

Years	Length of School Day	Length of School Week
I and II.....	.....270 minutes.....	.....1350 minutes
III and IV.....	.....300 minutes.....	.....1500 minutes
V and VI.....	.....330 minutes.....	.....1650 minutes
VII and VIII...	.....360 minutes.....	.....1800 minutes

A flexible time schedule is useful in schoolroom practice. It provides a means for checking up the time pupils give to the several subjects and thereby keeps the work of the school day fairly well balanced. In arranging a daily program of recitation and study, teachers should generally follow this time schedule.

E. PROGRAM OF DAILY WORK

When a teacher is directly under a supervising principal, such principal should make the time allotment or assignment for different branches. It is part of the teacher's work to make out her own program in accordance with this time allotment; but the program as so made should be subject to the approval of the proper supervisory authority. If changes are made at any time in the permanent arrangement of the program, notice of such changes should be given to the supervising principal or, where there is no such principal, directly to the superintendent's office. The program of daily work should be posted in the classroom.

In the arrangement of the program it is necessary to see that pupils have definite study assignments as well as assignments for recitation purposes.

The program that is arranged should be followed generally. There is no single thing that will upset the classroom work so much as omitting classes for a day, or of getting behind in the schedule and having to make shifts to the following day when the pupils have had their work prepared for the regular period.

1. Display of Flag

It is evidently the intent of the School Law that the principal, or the teacher in a single room or other township school, shall exercise the mandate given to the board of school directors in regard to the display of the flag:

> Section 629. The board of school directors in each district, shall, when they are not otherwise provided, purchase a United States flag, flagstaff, and the necessary appliances therefor, and shall display said flag upon or near each public school building in clement weather, during school hours, and at such other times as the said board may determine.
>
> All boards of education, all proprietors or principals of private schools, and all authorities in control of parochial schools or other educational institutions, shall display the United States national flag, not less than three feet in length, within all school buildings under their control during each day such schools are in session. In all public schools, the board of school directors shall make all rules and necessary regulations for the care and keeping of such flags. The expenses thereof shall be paid by the school district.

The teacher should see that a small flag is displayed in her classroom. The pupils should be accustomed to saluting this flag each day. The boy scouts' pledge to the flag is a good one: "I pledge allegiance to my Flag and to the Republic for which it stands; one nation indivisible, with liberty and justice to all."

All boys and girls in the public schools should be taught ordinary etiquette in connection with the American flag. The following rules set forth by the Sons of the Revolution ought to be observed:

> It should not be hoisted before sunrise nor allowed to remain up after sunset.
>
> At "retreat," sunset, civilian spectators should stand at attention and on the last four strains of the music uncover, holding the headdress top outward, in the right hand, opposite the left shoulder, right forearm against the breast.
>
> When the national colors are passing on parade or review, the spectators should, if walking, halt, and if sitting, arise, and stand at attention and uncover.
>
> When the flag is flown at half staff as a sign of mourning it should be hoisted to full staff at the conclusion of the funeral. In placing the flag at half mast, it should first be hoisted to the top of the staff and then lowered to position, and preliminary to lowering from half staff it should first be raised to the top.
>
> On Memorial Day, May 30th, the flag should fly at half mast from sunrise until noon and full staff from noon to sunset.

2. Opening Exercises

The character of the opening exercises will go far toward determining the character of the classroom life for the day. The devotional phases—Bible reading and the singing of one or two sacred songs—of such exercises, conducted without hurry, will induce a thoughtful approach to the day's work. Opening exercises should be planned and conducted with thought and interest. Such exercises will afford excellent opportunity for short talks by the teacher, or exercises by the pupils.

The provision of the law on reading the Bible is as follows:

> Section 3901. That at least ten verses from the Holy Bible shall be read or caused to be read, without comment, at the opening of each and every public school, upon each and every school day by the teacher in charge: Provided, That where any teacher has other teachers under and subject to direction, then the teacher exercising this authority shall read the Holy Bible, or cause it to be read, as herein directed.

3. Visitors

The average visitor comes to help the school or to be helped by it. Such a visitor is entitled to the most hospitable and courteous treatment. He should go away satisfied that the school is doing its work in an efficient and fair-minded way. During a visit, a teacher should by all means keep to the regular program of the day's work. There is no justification whatsoever for attempting any special exercises.

A visitor who is rightly disposed wants to see the actual school work as it goes on day by day. Teachers should visit the homes of children as much to seek advice of parents and to commend good work as to complain.

A teacher should keep in mind that every patron of the district is nominally her employer. The school is run for his children and in them he has or should have a first-hand interest. When he makes a visit to the school he should leave satisfied that the teacher is making every effort to do her work effectively. He does not want undue attention or any shifting in the program for his benefit. He is more interested in knowing that the teacher is courteous, patient, and firm than in what she is attempting to do.

4. Official Visitors

One of the greatest factors in improvement of school work is close supervision. This is of two kinds: supervision by school supervisors and supervision by special teachers. A supervisor is employed to aid the teachers in the improvement of their work. The teacher should realize this and coöperate to the greatest degree in carrying out the suggestions of the supervisor. To disagree is not lack of coöperation. Teachers should be willing to discuss suggestions that come from the supervisor and in all cases should coöperate with the supervisor in working out all problems.

Some special teachers are necessary in building up a good system. Coöperation between special teacher and classroom teacher is absolutely necessary. The special teacher must be familiar with his subject and the methods of presenting it.

The classroom teacher should be ready at all times to aid the special teacher in his work. She is responsible for the discipline of the class while in charge of the special teacher and should follow the instruction of the special teacher so as to be able to teach the work assigned. Both should discuss details regarding the work and have a full understanding of the essentials of the subject at hand. A classroom teacher should not leave her class in the hands of a special teacher while she herself visits, reads, or makes reports.

5. Recitations

A recitation should be an event, should be well planned, and should not start until the teacher and class are ready to start. When it is concluded it should have arrived at a worth while end.

In the planning of a recitation some main objective should be constantly kept in mind and pupils should be brought back toward this main objective when they begin to wander in their discussions. The teacher should not be sidetracked in any way in her purpose to carry out her plan.

6. Classroom Study

Properly directed study for the pupils is as necessary as are properly conducted recitations. All such direction requires careful planning. Seat work devices should also be provided for the primary pupils. A teacher should bring about the best study facilities possible for her classroom.

7. Recesses

The purpose of the fifteen minute recesses in the middle of the forenoon and afternoon is to afford relaxation from mental exercise and to provide opportunity for physical exercise in the open air. Pupils are entitled to this time.

The various activities of physical education should be so spaced as to provide the maximum relief from fatigue and for body building. Relaxation periods of from two to five minutes each should be placed between each two study or recitation periods. Windows should be opened and vigorous physical activities given.

Recesses, weather permitting, should always be out of doors. The activities at this time should be so organized that every child has desire and opportunity for safe, vigorous play suited to his age and strength. Where playground apparatus is available it should be regularly used.

The recess period is primarily designed for play—a period of relief from desk work and conscious mental effort. But a recess period which simply turns pupils out into the school yard, does not begin to accomplish the desired results for the majority of the pupils. The more virile and aggressive children will monopolize the apparatus and the most desirable play space, while the more timid and less robust children, those who need the physical activity most, will stand about in groups, trying to keep out of the way, or hopelessly waiting for the turn which never comes. Many a teacher and principal has deplored this condition, but felt helpless to remedy it. The method sometimes tried of having the teachers in the yard or playground for so-called supervision, does not help very much. This supervision usually amounts to little more than policing. It does reduce the liability to accident, but does not appreciably help to secure activity for all. The only satisfactory solution is the thorough organization of the recess period.

When the grounds are large enough for all classes to be playing at once, a definite place on the grounds should be assigned to each class. Particularly desirable sections of the playgrounds, such as shade in hot weather, special play areas like the playground ball diamond, or soccer ball field, should be assigned to different groups in rotation. In case where the grounds are very small, assign the play space to as many children as can be comfortably accommodated one day, to

other classes the next, and so on, so that all are assured activity periods at some time. Those who cannot be provided with space for team games can have a free play period. Each teacher should take charge of her own class, whether it is assigned to apparatus or to definite play space. The seventh and eighth grade boys should be combined under the teacher of either grade, and the girls under the other. The same arrangement might profitably be made for grades five and six.

The games played should be those taught during the physical training period. The recess period is not long enough for the teacher to teach a new game, nor is the school ground filled with playing children quiet enough for the teacher to make many explanations. It is much better to use some well-known game, and play it vigorously. Much time will be saved if the game to be played is decided upon before leaving the classroom. After a number of games have been learned it is a good plan occasionally to allow the children to choose the game for the day. Games should be chosen in which all actively participate, rather than those in which one or two perform, while the rest stand still.

Teachers will find that if they stop the play a few minutes before recess ends, allow the children to wash their hands and to get a drink, and form lines and march to classrooms, the class will settle down to classroom work much more quickly and quietly than if the playing continues until the close of recess.

When weather conditions prevent following the schedule in the morning, the activities scheduled can often be carried out in the afternoon.

Many schools have found it helpful to use recess periods for running off contests, especially in districts where the children cannot remain after school to take part because of the necessity for catching the only train which will take them home, meeting transportation busses, etc. If the rather short recess time is to be effectively used for contests, schedules should be carefully worked out, and posted sufficiently in advance to allow for all necessary preparation.

On stormy days, the teacher will find indoor recess very trying if it is unorganized. If the teacher will lead her class in some quiet indoor game, the natural irritability which such a day usually produces will be greatly reduced, and the remaining portion of the day will be approached in a much happier state of mind by both pupil and teacher.

8. Home Study

In the primary grades, home study should not be necessary. After the child has acquired the art of reading he should be permitted of his own choice to take books home and return them as he chooses to

do. If any home study is assigned in the intermediate grades it ought to be limited. It should deal with such informational subjects as history and geography, and the pupil should not be held responsible the next day for having done a definite amount of work. He should be urged to read in these branches, after he can read to advantage. Where departmental teaching is the plan, teachers need to be especially cautious lest the pupils be overburdened with assignments for home work.

9. Correcting Papers

In the elementary years the teacher should have but a reasonable amount of work to do in correcting papers. More effective results can be secured by having much of the written work done on the blackboard. The preparation of manuscripts, however, is of great importance and when written work is taken up it ought to be made a distinct project or event and for that reason should not be of too frequent occurrence. When written work is done it should be well done and evaluated with care.

When papers are corrected the corrections had better be made in consultation with the pupils, especially the ones who need help. A few papers corrected and discussed with the class are worth many papers marked by the teacher in her room at night and never discussed or revised.

10. Fire Drills

Fire drills should be regularly carried out in every school as required in the School Law. The discipline in fixing habits of self-control in unexpected conditions is of great value to the pupils both individually and collectively. In order to make their conduct proof against panic at an unusual time, these drills should be taken irregularly and unexpectedly on the part of the pupils. The purpose of the drill is not any more to insure speed than it is to insure a disciplined self-control in times of excitement.

The School Law defines what is to be done:

> Section 4701. Fire drill shall be periodically conducted, not less than once a month, by the teacher or teachers in charge, under rules and regulations to be promulgated by the city or county superintendent of schools under whose supervision such schools are—in which the scholars and teachers therein shall be instructed in, and made thoroughly familiar with, the use of the said fire escapes, appliances and exits—which said drill shall include the actual use of the same, and the complete removal of the scholars and teachers, in an expeditious and orderly manner, by means of said fire escapes and exits from the buildings to a place of safety on the ground outside.

F. SPECIAL SCHOOL DAYS

1. Arbor and Bird Days

Every school should carry out effective programs annually on the days designated for the conservation of plant and bird life. Actual planting of trees and shrubs and actual provision for the protection and study of birds should interrupt the subject work of the schoolroom. The material distributed each year by the Department of Public Instruction on these special days should be utilized and preserved for later use.

The School Law reads as follows:

> Section 4001. That from and after the passage of this act, those several days of each year that may be set apart by the Governor as Arbor Day shall also be known as "Bird Day" in Pennsylvania, and it shall be the duty of every teacher in the public schools of this Commonwealth, under penalty of reprimand or dismissal, as the case may require, to devote, together with their pupils, at least two hours of such school day to the study of wild birds, and especially to consider the value of the life-work of such birds to the people, and the best methods through which the conservation and increase of useful birds may be secured; and it shall be the duty of all school superintendents within this Commonwealth, either county, city, or otherwise, to see to it that the requirements of this act are complied with.

2. Frances Willard Day

The School Law reads as follows:

> Section 4002. September twenty-eighth, or the school day nearest such day, in each year, shall be designated as Frances Willard Day, and in each school district and in each school a part of such day may be set apart for instruction in the life of, and the principles advocated by, Frances Willard.

3. Patrons' Day

A special day in which patrons are asked to come to the school can result in great good, if handled wisely. The regular class work should go on during the hours of the school day. Whatever work is placed on exhibit should be the accumulated regular work of the school. Specially prepared work can scarcely be of much value. The public display of what has been done should be an incentive to do better work.

4. School Entertainments

When school entertainments are held they should be of such a character as to be educational. All literary and musical selections should be of a high grade and should represent the general trends

of the work in English and music. Preparation for such entertainments should not consume an excessive amount of time. The dramatization, story telling, recitations, and musical productions will, if properly done, be helpful in bringing about better work in these lines.

If entertainments are held for the purpose of making money for the benefit of the school in securing conveniences, the accounting for such money should be made official for the school.

G. SPECIAL PROVISIONS OF THE SCHOOL LAW

1. Religious or Political Test

Section 2801. No religious or political test or qualification shall be required of any director, visitor, superintendent, teacher, or other officer, appointee, or employe in the public schools of this Commonwealth.

2. Garb Act

Section 4801. That no teacher in any public school of this Commonwealth shall wear in said school or whilst engaged in the performance of his or her duty as such teachers, any dress, mark, emblem or insignia indicating the fact that such teacher is a member or adherent of any religious order, sect or denomination.

3. Humane Education

Section 1610. Instruction in humane education shall be given to all pupils up to and including the fourth grade, and need not exceed half an hour each week during the whole school term. No cruel experiment on any living creature shall be permitted in any public school of this Commonwealth.

4. Attending Motion Picture Theatres

Section 4401. That no owner, proprietor, or lessee, or the agent of such owner, proprietor, or lessee, of any moving picture theatre shall, during the term of compulsory attendance of public schools as fixed by the board of school directors in any school district, and during the hours and upon the days such schools are in actual session, admit or permit entrance into such moving picture theatre of any child or children between eight and fourteen years of age: Provided, That the provisions of this act shall not apply to any child or children accompanied by its or their parent or parents or other responsible adult, nor to any such child or children presenting a permit signed by the teacher of such child, which permit allows such child or children to be absent from school during school hours and permits admission to the moving picture theatre. Such permit shall be retained by the owner, proprietor, lessee, or agent, and shall be preserved for a period of six months.

5. Cigarettes

Section 4502. Any minor, being in possession of a cigarette or of cigarette paper, and being by any police officer, constable, juvenile court officer, truant officer, or teacher in any school, asked where and from whom such cigarette or cigarette paper was obtained, who shall refuse to furnish such information, shall be guilty of a misdemeanor; and upon conviction thereof, before any alderman, magistrate, or justice of the peace, such minor being of the age of sixteen years or upwards, shall be sentenced to pay a fine not exceeding five dollars, or to undergo an imprisonment in jail of the proper county not exceeding five days, or both. If such minor shall be under the age of sixteen years, he or she shall be certified by such alderman, magistrate, or justice to the juvenile court of the county, for such action as to said court shall seem proper.

6. Instruction in the Constitution of the United States

An act of the General Assembly of 1923, makes these provisions:

Section 1. Be it enacted, That in all public and private schools located within the Commonwealth, commencing with the school year next ensuing after the passage of this act, there shall be given regular courses of instruction in the Constitution of the United States.

Section 2. Such instruction in the Constitution of the United States shall begin not later than the opening of the eighth grade, and shall continue in the high school course and in courses in state colleges and state universities, and the educational departments of state and municipal institutions, to an extent to be determined by the Superintendent of Public Instruction.

H. THE SCHOOL AND THE COMMUNITY

1. School Spirit

Every district is interested in the success of its school. This cannot be brought about by any single factor, though by far the greatest influence back of a good school spirit is the attitude of the teacher toward her pupils and patrons and toward the general situation under which she finds herself working. By taking the lead in team work, and by industrious, patient, and courteous effort she will arouse that spirit of loyalty necessary to the success of every school.

2. School Building

The school building should be made the common meeting center of every community. Organizations engaged in the promotion of public enterprise and the advancement of community interests should be encouraged to make use of school buildings. The schools are the property of the people and should be made to serve more and more the people's interests. Auditoriums should be in constant use for lectures, dramatic performances, community musicals (vocal and

instrumental), forum activities, and civic club, town improvement, parent-teacher, and boy and girl scout meetings. Gymnasiums, libraries, and playgrounds should be thrown open to the residents of the school community who toil during the day. In fact the school building should be the center from which everything educational and recreational emanates.

3. Principal and Teachers

The attitude of the principal of a school undoubtedly sets the pace for the whole school. He is the educational leader of the district. His vision, his enthusiasm, and his good judgment will make the school what it is designed to be in every district of the State.

Principals and teachers should be leaders and active workers in all these activities. They are vital agencies in promoting and developing the aims for which the schools have been instituted. Communities become attractive in proportion as citizenship advances and atmosphere improves. Principals and teachers who are part of community organizations through which mutual coöperation is established, may help to develop an asset that means success to any school system.

4. Use of School Property

In order to make the school building and grounds of greatest service to the community as a whole, the School Law grants to school directors the following privileges:

> Section 627. The board of school directors of any district may permit the use of its school grounds and buildings for social, recreation, and other proper purposes, under such rules and regulations as the board may adopt, and shall make such arrangements with any city, borough, or township authorities for the improvement, care, protection, and maintenance of school buildings and grounds for school, park, play, or other recreation purposes, as it may seem proper, and any board of school directors may make such arrangements as it may see proper with any officials or individuals for the temporary use of school property for schools, playgrounds, social, recreation, or other proper educational purposes, primaries and elections.

II. PUPILS

The pupil and his welfare is of the first concern in the school. Whatever is done in management and method should be done from the point of view of its service to the boys and girls who are in attendance. In such questions as classification, based on promotions and on transfers from other schools, the pupils should be given every advantage. The life of the school as a whole should appeal to the pupil and lead him to like the work and to do it with zest.

A. ADMISSION TO SCHOOL

1. Beginners

Beginners are admitted to school in accordance with this provision of the School Law:

> Section 1403. Unless otherwise directed by the board of school directors, the admission of beginners to the public schools shall be confined to two periods, namely, during the first two weeks of the annual school term, and during the first two weeks of school following the first day of January in any school year: Provided, That beginners becoming six years of age after the beginning of the school term, and before the first day of January of any year, shall be admitted during the period at the beginning of the school term, and beginners becoming six years of age between the first day of January and the close of the term shall be admitted during the period following the first day of January: Provided further, That the board of school directors in any school district may fix such other periods for the admission of such beginners as it may determine.
>
> The term beginners, as used in this section, shall mean any child that could enter the lowest grade of the primary school or the lowest primary class.

2. Vaccination

The School Law is as follows:

> Section 4601. It shall be the duty of all school directors, superintendents, principals, or other persons in charge of any public, private, parochial, or other school to refuse the admission of any child to any of said schools under their charge or supervision, except upon a certificate signed by a physician, setting forth that such child has been vaccinated and that a subsequent examination reveals a resulting cicatrix indicating successful vaccination, or that vaccination has been performed according to the rules and regulations promulgated by the Commissioner of Health, with the sanction and advice of the Advisory Board of the Department of Health, or that it has previously had smallpox. All certificates of vaccination shall be issued in accordance with the rules and regulations promulgated by the Commissioner of Health with the sanction and advice of the Advisory Board of the Department of Health.

B. ATTENDANCE

All attendance regulations and requirements are based on the rights of pupils and are carried out in their interests. In carrying out the attendance sections of the School Law certain definite obligations are placed on school directors and their officers, on teachers, and on parents.

1. Census of Pupils

It is required by law that a census of all pupils in the district between six and sixteen years of age be made annually between April first and September first by the directors of each district in a book provided by the Department of Public Instruction.

2. Assignment to Schools

The directors shall, after this census has been made, assign upon the assignment sheet supplied by the Department, to one of the schools of the district all pupils thus enumerated. This assignment list should be in the hands of each teacher not later than the first day of school. Assignment sheets and summary of enumeration will be sent to secretaries by county superintendents.

All pupils between 8 and 16 years of age must attend during the entire term during which the public schools of the district are in session, a day school in which the common English branches are taught in the English language. This applies to all children between 8 and 16 years of age for whom transportation is provided, and to all children between eight and sixteen years of age who reside within two miles of the nearest school.

When there is no school within two miles of the home of a pupil of compulsory attendance age in the district in which he lives but one within two miles of his home in another district, the law requires that he be assigned by the school board of the home district to the school in the other district unless the school board of the non-resident district objects, and that he be required to attend.

Pupils between eight and sixteen years of age who have completed the work of the elementary schools are required to attend high school if there is a high school within two miles of their home or if transportation is provided to one at a greater distance.

3. Reports

The teacher shall record in the attendance register, as directed therein, each name contained on the assignment sheet. The teacher shall keep an accurate account of the attendance of each pupil in the register and shall, not later than the third day of each calendar month, forward to the principal, county or district superintendent a monthly attendance report—FORM AR1.

All other blank forms contained in the register should be forwarded at the specified time to the proper official.

District superintendents will forward a monthly summary report of attendance, and county superintendents will forward all monthly attendance reports to the Department not later than the fifteenth of the month following the month for which the report is made.

Each school district shall forward quarterly to the Department a quarterly report of all minors between fourteen and sixteen years of age employed in their district and of all such minors having their legal residence in their district but employed in another district.

Section 1436. Every school district shall report to the Superintendent of Public Instruction upon the enforcement of the provisions for compulsory attendance and the cost thereof, in such detail as said Superintendent of Public Instruction shall request.

4. Teachers

The School Law through the State Bureau of Attendance imposes on teachers the following duties in regard to the attendance of pupils in elementary grades:

a. *Records.*

(1) Count as belonging to her school all pupils between six and sixteen years of age who have been assigned to her by the proper school officials of the district.

(2) Drop a name from her roll for one of the following reasons only: (a) is deceased, (b) has removed from the district, (c) is enrolled in another school, (d) is legally employed upon a general employment certificate or an exemption permit, (e) is sixteen years of age or over and has withdrawn from school, (f) has been certified by the medical inspector as permanently incapacitated and not a fit subject for education and training, (g) holds superintendent's certificate showing the completion of the work of the elementary school, or resides two miles or more from any high school and transportation is not provided.

(3) Enroll but count as absent pupils between six and eight years of age who do not enter school.

(4) Require a written excuse, dated and with the reason stated, for all absence and tardiness. Such excuses should be classified as lawful or unlawful, be filed alphabetically and be preserved until the opening of school the following year.

(5) Keep an accurate and careful record of attendance of all pupils in the attendance register provided by the Department of Public Instruction.

(6) Keep the attendance register at the school for inspection by a supervisor from the Department of Public Instruction or by the county superintendent.

b. *Reports.*

(1) Report to attendance officer, superintendent, supervising principal or secretary the names of all pupils who have been absent three days or their equivalent during the term without lawful excuse. (Only three days are allowed by law for unexcused absence during the whole term before the notice must be served upon the parents.)

(2) Forward to superintendent or supervising principal a transcript of her monthly attendance.

(3) Forward to the prospective superintendent, principal, teacher or secretary of the district a transfer card for all pupils who move from the district. (If the name and address of the superintendent, principal, or secretary cannot be determined, the transfer card should be sent to the State Bureau.)

(4) Report to the Department of Public Instruction when attendance cannot be secured by action of the local school board.

5. Directors

a. *General Enforcement of Attendance.* The board of school directors is responsible for the general enforcement of the attendance provisions of the School Law. In discharging this responsibility they are required by law to employ attendance officers in first, second, and third class districts. In fourth class districts they may employ such officers. But when no such officer is employed in a fourth class district the secretary of the school board is held responsible for the enforcement of the compulsory attendance act.

b. *Special Cases.* If a board of school directors deem it advisable they may excuse a child for a continuous period from attending school. This, however, may be done only when proof is furnished that the child is mentally, physically, or for other urgent reasons, unfit to do regular school work. The term "urgent reason" shall apply to the child himself and not to home conditions. The directors are to report to the medical inspector of the district for examination the names and addresses of pupils thought to be mentally or physically deficient. They are further to report to the following agencies the name of any pupil who is prevented from attending school on account of lack of food or clothing: (1) any local relief agency, (2) overseer of the poor, (3) county commissioners, (4) Mother's Pension Bureau.

6. Attendance Officer

The attendance officer of a school district occupies a very important place in the community life. To him is delegated by the school board the authority to enforce the compulsory school law. Upon his judgment and tact rests the operation of the law. The attendance officer is given full police power as to truants or to incorrigible and insubordinate pupils at school or on the way to or from school. He has full authority also to inspect employment certificates of minors between the ages of fourteen and sixteen years in the places where they are employed.

The attendance officer should have had at least the educational training offered by the completion of the work of the elementary schools. A person who has completed the high school course will, other things being equal, make a better attendance officer, while many cities are employing college graduates to act in this capacity. The attendance officer should be a person of force, tact, and intelligence,

A woman possessing these qualifications may be selected for this position as well as a man. The attendance officer is one of the most important of school officials. It is he who must help to bridge the gap between the home and the school.

7. Employment Certificates

a. *How Issued.* The district superintendent or supervising principal shall issue all employment certificates, permits, and age certificates or deputize in writing some other school official to perform that duty. In districts which have no superintendent or supervising principal, the secretary of the school board shall issue all general employment certificates, permits for farm and domestic service, and age certificates or deputize in writing some other school official to perform that duty. There can be, however, but one issuing officer in a district.

The law provides that before the issuance of any employment certificate the applicant must present a certificate of physical fitness signed by a physician and approved by the board of education of the district in which the minor resides, stating that the pupil has been thoroughly examined and is physically qualified for employment.

The law further provides that the certificate shall set forth that the "said minor has completed a course of study equivalent to six yearly grades of the public school, in the English language, spelling, reading, arithmetic, geography, and history of the United States. Such school record shall also give the full name, date of birth, and residence of minor, and the name and residence of the parent, guardian or custodian, as shown on the records of the school."

The Child Labor Act does not apply to children employed upon the farm or in domestic service in a private home. For a minor under 16 years of age to be excused for either of these types of employment he must secure a farm and domestic service permit.

The permit may be issued by the proper public school official for any minor between 14 and 16 years of age who has completed the work of the first six grades of the public schools or the equivalent, provided there is an urgent need for his services upon the farm or in the home.

An exemption permit releases a child from further attendance at school.

An emergency permit may not be issued for a period longer than 30 calendar days.

b. *Use of Certificate.* A minor between fourteen and sixteen years who holds a general employment certificate or exemption permit, and who is regularly employed, is not required to attend the

regular day school. He must, however, attend continuation school eight hours per week. An emergency permit for domestic or farm service exempts the holder from attendance at day school for the period for which the permit is issued.

C. CLASSIFICATION

1. How Made

The provisions of the law as they relate to the classification and promotion of pupils are here given:

> Section 1611. Teachers in the public elementary schools in this Commonwealth shall, under the direction of the proper superintendents of schools, grade and classify the pupils in their schools so that they may pursue the courses of study herein provided for, and all pupils found proficient may be promoted twice each year.

It is clear from this section of the School Law that in all fourth class districts, and in all third class districts that do not have district superintendents, the county superintendent is responsible for the classification of pupils.

> Section 1613. The district superintendent, supervising principal, or secretary of the board of school directors, in every school district in this Commonwealth, shall on or before the opening day of school in each term furnish to each teacher or principal in every school a true copy of the standing of each pupil in such school, together with the recommendation made thereon by the principal or teacher of said school at the close of the preceding term.

This class standing of pupils is part of the official records of the school and is to be contained in the monthly report book.

2. The Basis

The basis for classification of pupils in the first four years at least should be that of ability to read understandingly. In the years above the fourth, other factors ought to be considered, the most marked one being that of ability to handle the work of arithmetic. In the classification of pupils, especially those who have been transferred from another school, the pupils ought always to be given the benefit of any doubt that is in the teacher's mind. It is certainly not fair to go on the assumption that the pupil has not had work as good as the work done in the school to which he applies for admission. He has a right to have fair and sufficient chance to show that he can do the corresponding work in the new school.

3. Promotions

These should be made as a matter of judgment of the teacher as well as of records of accomplishment. A marking system ought to

possess flexibility and be based on letters instead of on percentages. The pupil should always have the benefit of the doubt. The best rule to follow is to place the pupil in the grade where the school can do him the most good.

There can be no gain to the school and much loss to the pupil by retaining him at the end of a year on that year's classification. It is better to give him a new chance with fresh material. If a pupil happens to be above the average in ability he may need promotion at an irregular time. Such special promotion had better be made by the principal of the school or on the advice of the proper superintendent.

4. Vacation Study

For pupils who desire to pursue of their own volition branches of study during vacation, the law makes the following provision as to textbooks:

> Section 704. The board of school directors in any district may allow any pupil in such district the use of school books during vacations, under such rules and regulations as it may adopt.

It is, however, usually unwise to permit pupils to study in advance the work of the grade into which they are to go. Such advance study takes the edge off the interest of the work, and tends to superficiality. Summer study should be upon work of the grade just left or if a grade is to be skipped upon the work of that grade.

5. Admission to High School

Pupils who have completed the elementary course of study are entitled to attend high schools according to these provisions of the School Law:

> Section 1703. In all school districts there shall be admitted to the public high schools therein all children under the age of twenty-one years, residing within the school districts, who shall be found qualified for admission thereto, after having undergone such an examination as shall be prescribed by the board of school directors, subject to such rules and regulations as the Superintendent of Public Instruction shall prescribe, together with such additional pupils from other districts as are herein provided for.
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> Section 1709. If any child has completed the elementary course of study in the public schools of the district in which he resides, and resides three or more miles, by the public road, from the nearest high school in said district, unless proper free transportation is furnished, he may attend any more convenient high school in another district, without the consent of the board of school directors of the district in which he resides, and the district in which he

resides shall be liable to the district whose high school he attends for the cost of his tuition, textbooks, and supplies, as provided for in this act.

Section 1710. All pupils desiring to attend any high school outside the district in which they reside shall first satisfy the superintendent having supervision of the district in which they reside, as well as the superintendent or principal of said high school, of their fitness to enter the same.

Section 1707. Pupils residing in school districts in which no public high schools are maintained may attend, during the entire term, the high schools in other districts which are nearest or most convenient to their homes. If any district maintains a high school with a course less than a four year's course, pupils who have satisfactorily completed the same in the school of their own district, or have completed the equivalent of said course in some other school or schools, may attend, at the expense of the school board of the district in which they live, during the remaining years of a three or four years' course, the nearest or most conveniently located high school of such class as they may desire to attend: Provided, That pupils wishing to attend a high school in a district other than the one in which they reside shall obtain the consent of the board of school directors of the district in which such high school is located, before attending the same: And provided further, That where pupils desirous of having their tuition paid in a high school in another district, on account of having completed in a school or schools in another district the equivalent of a course in their own district, they must present to the board of their own district, and the board of the district in which they wish to attend, a certificate from the county superintendent who has jurisdiction over the district in which they live, that they have satisfactorily completed the equivalent of said course. County superintendents are hereby authorized and required to examine such pupils, and, if entitled, to issue to them the necessary certificates.

D. RELATION TO STATE DEPARTMENT OF HEALTH AND ALLIED MATTERS

1. Medical Inspection

Section 1501 of the School Law makes compulsory the annual medical inspection of all pupils in the public schools of the first, second and third class, such inspection to be paid for by the board of education. It requires that this inspection shall be made in the presence of the parent or guardian of the pupil if the parent or guardian so requests. It also provides that the medical inspection should be made by physicians legally qualified to practice medicine in this Commonwealth, and who have had two years' practice of their profession. These physicians are employed by and paid such amounts as the boards of school directors may determine.

Section 1503 requires that in school districts of the fourth class the State Department of Health shall provide medical inspection for all pupils by proper medical inspectors, these to be appointed by the State Commissioner of Health at the expense of the State Department of Health. It makes the same requirements in regard to qualifications and salaries as does Section 1501.

Section 1504 provides that in every school district the secretary of the school board, or the district superintendent of schools, shall, on or before the first day of September each year, report to the Commissioner of Health the names of the medical inspectors, or the name of the chief medical inspector with the number of assistants employed. Failing this, it gives the State Commissioner of Health authority, after two weeks' written notice to the board of school directors, to appoint a properly qualified medical inspector. The commissioner fixes the amount of compensation of the same, which shall be paid by the district.

Section 1505 provides that medical inspectors shall at least once a year inspect and carefully test all pupils in the public schools of their district. Each medical inspector shall make to the teacher or, if the board of school directors so directs, to the principal or district superintendent of schools, a written report of all pupils found to need medical or surgical attention, giving careful directions concerning the care of each pupil while such pupil is in school. The section requires the teacher, principal, or district superintendent to keep such report until the end of the school year and requires that they shall send a copy of the Inspector's report upon each child to the parents or guardians thereof.

Teachers should follow up reported defects and try to persuade parents to have such defects remedied. The reports of the inspectors should also be carefully studied in order to make such adjustments and rearrangements of the pupils and their work as may seem wise.

Section 1506 provides that the medical inspector at least once each year and as early in the school term as possible make careful examination of all privies, water-closets, urinals, cellars, the water supply, and drinking vessels and utensils, and shall make additional examinations of the sanitary condition of the school building and grounds as he deems necessary, or as the regulations of the State Department of Health, or the rules of the board of school directors or of the local board of health require.

Section 1507 requires "the medical inspector to make promptly such reports to the Commissioner of Health as are required by him or by the regulations of his department, and such reports to the local boards of school directors as he deems necessary, or as are required by the Commissioner of Health or by the board of school

directors. He shall perform such other duties as may be required by the health and sanitation laws of this Commonwealth or by the board of school directors."

Section 1509 provides that no person having tuberculosis of the lungs shall be a pupil, teacher, janitor or other employe in public schools unless it be a special school specially provided for such cases, and carried on under regulations issued by the Commissioner of Health.

2. Communicable Disease and Quarantine

Section 5001 lists what diseases are specifically declared to be communicable, and grants to the State Department of Health authority to make additions to this list whenever they believe necessary and provides the process by which such addition may be legally made.

Section 5002 makes compulsory upon local health authorities or upon the health officer of the State Department of Health the quarantining of diseases listed in Section 5001 upon receipt of a report of the existence of such disease, and the posting in a conspicuous place upon the premises of a notice stating that such quarantine exists.

Section 5003 requires that said placards shall remain in place on the premises until the expiration of the quarantine period fixed by the health authorities and the recovery, death, or removal of the person or persons affected; and shall only be removed by the health officer. At that time he shall disinfect the premises.

Section 5004 sets the length of quarantine periods for various diseases, as follows:

> The quarantine period for anthrax, bubonic plague, cerebrospinal meningitis (epidemic), (cerebrospinal fever, spotted fever), Asiatic cholera, typhus fever, yellow fever, relapsing fever, leprosy, and whooping-cough shall be until the recovery, death, or removal of the patient so suffering, and shall be determined in accordance with the rules and regulations of the health authorities. The quarantine period for small-pox (variola, varioloid) and scarlet fever (scarlatina, scarlet rash) shall be a minimum period of thirty days or until such time thereafter as the last person in the premises so suffering shall have fully recovered or until death or removal. The quarantine period for diphtheria (diphtheritic croup, membranous croup, putrid sore throat) shall be a minimum period of twenty-one days or until complete recovery or the death or removal of the patient: Provided, That if antitoxin has been used for curative purposes for the patient and for the immunizing of all of the inmates of the premises, and two negative bacteriological cultures have been secured from the diseased area of each patient on the premises, for two successive days, the minimum period of quarantine may be fourteen days. The

quarantine period for measles, German measles, chicken-pox, and mumps shall be for a minimum period of sixteen days or until the recovery of the last person on the premises so suffering or until complete recovery or the death or removal of the patient.

Section 5005 and 5006 prohibit any person suffering from any of these communicable diseases from attending any place of amusement or any church or any public gathering or to be exposed on any public street or in any store, factory, or other place of business, or be permitted to attend any public, private, parochial, Sunday, or other school; and require that teachers, principals, and superintendents exclude any such person from the schools and prevent such children from returning until the case has recovered, the quarantine lifted, and the premises thoroughly disinfected. In case of a child or other person suffering from scarlet fever (scarlatina, scarlet rash) such exclusion shall continue for a period of ten days following the removal of quarantine and a thorough disinfection of the premises, subject to a certificate of complete recovery furnished to the health authorities by the attending physician.

Section 5007 forbids any child or other person residing on the same premises with other persons having these diseases to attend any of the places listed in Sections 5005 and 5006, and places the responsibility for exclusion upon teachers, principals, and superintendents.

Section 5008 permits, under certain restrictions, the return to school of any child or person residing on the same premises as any person suffering with a communicable disease.

Section 5009 provides that every teacher, principal, and superintendent shall exclude immediately from school any child showing the symptoms of any communicable disease, and that they shall report such fact to the health officer of the city, borough, or township, giving the name of such child or other person.

Section 5010 provides that no child or other person excluded from school under this act shall be readmitted thereto except upon written certificate signed by proper authorities, setting forth that the conditions for such readmission prescribed by this act have been complied with.

Section 5012 requires local health authorities to furnish daily to superintendents, principals and teachers a printed or written bulletin containing the name, location and disease of any person suffering from any of the diseases comprehended by sections 5005 and 5006.

E. SPECIAL PROVISIONS FOR HEALTH

1. School Nurse

Section 1508 makes provision that any board of school directors may employ one or more school nurses, who shall be graduates of reputable training schools for nurses, and shall define their duties. A school nurse may be employed jointly by the board of school directors and some other organization. By whomever employed all work performed in or in connection with the public schools must be under the control and supervision of the school authorities.

School nurses so employed fall under the same salary privileges as do other teachers provided that such nurses are regularly engaged as a full time occupation, outside of vacation periods.

2. Clinics

Section 1511 makes provision for school clinics. It reads that any school district may provide for the care and treatment of defective eyes and teeth of all pupils of its public schools.

3. Special Schools for the Tuberculous

Section 1512 authorizes boards of school directors to establish special schools for pupils having tuberculosis of the lungs and to provide such pupils with food, clothing and transportation necessary for attendance thereat. The section reads that whenever any board of directors of any school district shall establish any special school for pupils having tuberculosis of the lungs, such district may provide such pupils with the food, clothing, and transportation necessary for attendance thereat.

4. Dental Hygienist

The law reads that the dental hygienist must be nineteen years of age, or more, of good moral character, and must have completed a four year high school course or its equivalent as approved by the Bureau of Professional Education of the Department of Public Instruction. He must further hold a certificate from some recognized institution that he has successfully completed one year of dental work approved by the Dental Council.

This offers opportunity to boards of education to make provision for cleaning the mouths of children and special technical instruction in mouth hygiene.

F. OFFICIAL RECORDS

The School Law requires two particular types of records to be kept by the teacher or principal as indicated in these sections:

1. Proficiency Record

> Section 1612. In school districts of the second, third and fourth class every teacher in the public elementary or high schools shall make and keep a proper record of the work and

progress of each pupil, and at the end of each term shall include, in the last monthly report required from such teacher by the provisions of this act, the grade of proficiency of each pupil and his standing in the several branches pursued by him in said school, as well as the conduct of such pupil, together with such recommendations for his promotion or retention for additional preparation as such teacher deems just and proper; and until his record and report as herein required shall have been examined and approved by the district superintendent, supervising principal, or the secretary of the board of school directors, no teacher shall be paid any salary for the last month of his term.

2. Monthly Report

Section 1614. In school districts of the second, third and fourth class, every teacher employed in the public schools in this Commonwealth shall, at the end of each school month, or within five days thereafter, make a report for the past month to the board of school directors in the district, such report to state correctly the number of days the schools were kept open, and, if closed on any days, the reason therefor, the number, age and sex of all pupils, and the number of days attended by each. Such reports shall be made on blank forms to be furnished the teachers by the board of school directors, and no teacher shall be paid until such report is made; such reports shall be filed with the secretary of the board and shall at all times be open to inspection by the public: Provided, That any school principal may make such report for the entire school.

3. Vaccination and Physical Record

An accurate transcript should be kept of all vaccination certificates as a permanent record for the school. A vaccination certificate is not the property of the teacher or school; it is the property of the child's parents and should be returned to them after it has been recorded.

A physical record card showing the results of the physical examination made by the school physician should be made out for every pupil. This card should be of a type which has space allotment for carrying the child's physical record throughout his public school course. It should be made a part of the permanent school record of the child.

4. Official Communications

All official communications made by a principal or teacher to school directors or other officials or to the parents or pupils should be dated and signed. A record of these, if they are not written in duplicate, in the nature of a transcript or memorandum, should be kept on file at the school building.

III. TEACHERS

A. CERTIFICATES

1. General Qualifications

Every teacher in the public schools of this Commonwealth must hold a certificate clearly indicating the work which the holder is qualified to perform.

Every teacher must be at least eighteen years of age, of good moral character, in sound physical and mental health, and not in the habit of using narcotic drugs or intoxicants.

All certificates are issued on credentials of approved training. Examinations will be held only when it is impossible to evaluate credentials.

All certificates valid in day schools are equally valid in evening schools except where the scope is specifically restricted.

2. Kinds of Certificates

The standard qualifications required by law to entitle a teacher to the full benefits of the minimum salary schedule include not less than graduation from a state normal school of this Commonwealth or equivalent training.

All persons holding one of the following certificates shall be considered to have these standard qualifications: provisional college certificate, permanent college certificate, normal school certificate, normal school diploma, standard certificate, special temporary certificate, special permanent certificate, and permanent state certificate.

Emergency and partial certificates may be issued but do not entitle the holder to the full privileges of the salary schedule. Emergency certificate holders are entitled to a minimum salary of seventy-five dollars a month. Partial certificate holders are entitled to a minimum salary of eighty-five dollars a month.

a. *Emergency Certificate.* This certificate may be issued by any county or district superintendent of the State for a period not to exceed three months. It cannot be renewed but may be extended for the balance of the current school year on the approval of the State Superintendent of Public Instruction.

The validity of this certificate is dependent upon the filing with the State Department of Public Instruction of a proper record of the issue of this certificate on the form devised for this purpose, within one week of the date of the issue of any such certificate.

This certificate entitles the holder to teach the subjects prescribed for the elementary school curriculum, or if issued for high school teaching, the subjects written on its face.

b. *Partial Certificate.* Partial certificates may be valid in any county or district upon the endorsement of the superintendent of such county or district.

(1) *Elementary.* This certificate shall be considered as of equivalent value to a professional certificate. This certificate is issued by the Superintendent of Public Instruction upon the request of the local county or district superintendent under whose authority the applicant is to teach, and entitles the holder to teach in the designated county or district the subjects prescribed for the elementary school curriculum, until the first day of August following the date of issue.

Applicants for this form of certificate must have had four years of high school education, or the equivalent, and eight semester hours of professional training. The first renewal of this certificate is dependent upon a rating of "low", or better, plus six semester hours of further professional training. Subsequent renewals require a rating of "middle", or better, and six additional semester hours of professional training.

The partial elementary certificate will be converted into the standard certificate when the holder has the qualifications required for the standard certificate.

(2) *Secondary.* This certificate shall be considered as of equivalent value to a professional certificate. This certificate is issued by the Superintendent of Public Instruction upon the request of the local county or district superintendent under whose authority the applicant is to teach, and entitles the holder to teach in the designated county or district until the first day of August following the date of issue, such subjects of secondary school grade as may be written on its face.

Applicants for this form of certificate must have had two years of collegiate education. Approved vocational experience may be offered as the equivalent of the education and training required for this certificate.

The first renewal of this certificate is dependent upon a rating of "low", or better, plus six semester hours of additional approved training. Subsequent renewals require a rating of "middle", or better, and six additional semester hours of approved training.

c. *Standard Certificate*

(1) *Temporary.* This certificate is issued by the Superintendent of Public Instruction and entitles the holder to teach for a period of two years the subjects prescribed for the curriculum of the elementary school or such subjects as may be specifically written upon its face in either the elementary or secondary field of education as may be prescribed.

Applicants for this form of certificate must have had a four-year high school or equivalent education and two years (seventy semester hours) or the equivalent of professional training for teaching. Observation, participation and practice teaching of not less than six semester hours or its equivalent must form a part of this requirement.

The first renewal of this certificate is dependent upon a rating of "low", or better. Subsequent renewals require a rating of "middle", or better.

(2) *Permanent.* This certificate is issued to the holder of a standard temporary certificate or its equivalent at the end of its first period or any subsequent renewal period on a rating of "middle", or better, and evidence of four years of successful teaching experience.

In art education, commercial education, health education, home economics, or music, not less than three years of approved training beyond high school grade in the specified field shall be required for a standard permanent certificate.

d. *Normal*

(1) *Certificate.* This certificate is issued only to graduates of the Pennsylvania state normal schools.

A normal equivalent certificate will be issued to the graduates of the regularly constituted teacher-training schools in districts of the first class approved by the Superintendent of Public Instruction. The holder of this certificate is entitled to teach for two years in any public school of this Commonwealth subject to the limitations indicated on the face of the certificate. This certificate may be renewed once upon a rating of "low", or better.

(2) *Diploma.* This certificate is issued only to graduates of the Pennsylvania state normal schools who have since graduation taught successfully for two years in the public schools of this Commonwealth with a rating of "middle", or better.

A normal equivalent diploma will be similarly issued to the holders of normal equivalent certificates. The holders of these certificates are entitled to teach for life in any public school of this Commonwealth subject to the limitations indicated on the face of the certificate.

e. *College Certificate*

(1) *Provisional.* This certificate entitles the holder to teach for three years the subjects prescribed for a public high school of the third class or to teach in any public high school of the Commonwealth the subjects indicated on its face, and to teach in the elementary field where the applicant is the holder of a certificate for teaching in this field or has completed an approved curriculum in a school of education in preparation for teaching in such field.

The applicant for this certificate must be a graduate of an approved college or university and must have successfully completed at least eighteen semester hours of work of college grade in education distributed as follows: Introduction to teaching, three semester hours; educational psychology, three semester hours. Six semester hours are to be selected from this list: secondary education, elementary education, school efficiency, special methods, school hygiene, educational administration, educational measurements, educational sociology, educational systems, history of education, principles of education, educa-

tional psychology, technique of teaching. There must be six semester hours of practice teaching in the appropriate field.

The practice teaching requirement may be met by one hour a day of observation and practice teaching with one hour a week of conference in connection therewith for one half year.

Three years of successful teaching experience in the field in which certification is sought, together with a teaching rating of "middle", or better, may be accepted as the equivalent of the practice teaching requirement.

For the present, the six semester hours of practice teaching required for the college certificate and for the standard certificate may be met by presenting evidence of not less than six semester hours of observation, participation, and teaching under approved supervision and conference, not less than three of which shall be teaching under approved supervision and conference, during employment as a teacher in any school district. In order that credit may be received for this arrangement, however, it shall be necessary for the authorities employing the teacher seeking such certification to present in advance for approval, the plan for meeting these requirements.

The holder of this certificate will be certified to teach each subject in which not less than twelve semester hours have been completed. The scope of this certificate will be extended to cover a field of learning when the distribution of the applicant's credentials so warrant.

This certificate may be renewed once on a rating of "low", or better, plus six additional semester hours of work of college grade, one-half of which must be professional.

Graduates of approved colleges and universities in 1922, which have not for that year established a practice teaching course, may be granted a provisional college certificate either on the basis herein prescribed or on the basis of two hundred hours of pedagogical studies as formerly prescribed. In the event of the latter basis being chosen for the issue of the provisional college certificate, twelve additional semester hours selected from the course prescribed herein shall be satisfactorily completed before the permanent college certificate is issued.

(2) *Permanent.* The issue of this certificate is dependent upon the possession of the qualifications required for the provisional college certificate and in addition thereto three years of successful teaching experience in the appropriate field and the satisfactory completion of six semester hours of additional work of at least collegiate grade, one-half of which should be professional and the remainder related to the subjects or subject fields in which the candidate is certified to teach, together with a teaching rating of "middle", or better.

This certificate entitles the holder to teach for life the subjects prescribed for a public high school of the third class, or to teach in any public school of the Commonwealth the subjects indicated on its face

f. *Extension Certificates.* An Extension Certificate will be issued where the applicant desires to teach English and Citizenship to immigrants and to native illiterates when the applicant shall have discharged certain minimum requirements.

Extension Certificates shall be of two kinds:

Temporary Extension Standard
Permanent Extension Standard

(1) *Temporary Extension Standard*

This certificate is to be issued by the Superintendent of Public Instruction upon the request of the local county or district superintendent under whose authority the applicant is to teach, and entitles the holder to teach English and Citizenship to immigrants and native illiterates in the designated county or district for a period of one year.

Applicants for this form of certificate must hold a valid standard certificate to teach either the elementary or secondary field, or must have completed two years of post high school education or its equivalent.

This certificate may be renewed for a period of one year upon a rating of "low" and evidence of the satisfactory completion of one semester hour of approved special training.

(2) *Permanent Extension Standard*

The issue of this certificate is dependent upon the possession of the qualifications as required by the Temporary Extension Standard Certificate or its equivalent, and in addition thereto, two semester hours of approved special training, one of which shall be in methods of teaching English to immigrants and the other of which shall be in citizenship and related social sciences, and in addition thereto, shall have had four years of teaching experience, two of which shall have been upon the Temporary Extension Standard Certificate.

3. Miscellaneous Regulations

a. *Additional Branches.* In order to add a subject to a certificate, credentials showing the satisfactory completion of twelve semester hours of approved training must be presented.

Under the present practice Science will be written on the face of the certificate when the applicant presents evidence of having completed twelve semester hours of approved training in Science, distributed as follows:

Physical Sciences 6 semester hours (3 s. h. Physics, 3 s. h. Chemistry).

Biological Sciences 6 semester hours (3 s. h. Botany, 3 s. h. Zoology).

Where the applicant has completed twelve semester hours of approved training in the Physical Sciences, of which 3 semester hours must be in Chemistry and 3 semester hours in Physics, Physical Science will be written on the certificate.

Where the applicant presents twelve semester hours of approved training in Biological Science, including 3 semester hours in Botany and 3 semester hours in Zoology, Biological Science will be written upon the certificate.

Social Studies will be written upon the certificate when the applicant presents evidence of having completed twelve semester hours of approved training in the Social Studies, distributed as follows:

Social Science .....6 semester hours
History .....6 semester hours

Where the applicant has completed twelve semester hours of approved training in Social Science, Social Science will be written on the certificate.

Where the applicant has completed twelve semester hours of approved training in History, History will be written on the certificate.

b. *Junior High School Certification.* Certificates which are not restricted to the elementary field are valid for teaching in the junior high school.

Holders of standard certification whose certificates do not authorize them to teach in the years covered by the junior high school, may have this privilege added to their certificates upon presentation of a rating card showing successful experience in grades above the sixth.

Holders of standard certificates whose experience has been restricted to grades below the seventh, may qualify for teaching in the junior high school by the satisfactory completion of not less than twelve semester hours of approved training, not less than four semester hours of which shall have been in junior high school education and the remainder in a subject or subject field of the junior high school curriculum. Such certification will entitle the holder to teach such subject or subject field in addition to the subjects prescribed for the elementary curriculum.

c. *Continuation Certification.* Full time continuation school teachers shall present in addition to the minimum professional requirements satisfactory evidence of experience with pupils of continuation school age. The satisfactory completion of an approved training course may be required for the renewal of a certificate to teach in a continuation school.

All certificates to teach agriculture, art, commercial education, health education, home economics, industrial education, industrial arts, and music are equally valid for continuation schools.

d. *Permanent Professional Certificates.* Professional Certificates, made permanent under Section 1308 of the School Law, will be translated into permanent standard certificates, valid for use throughout the State, upon application to the Department of Public Instruction accompanied by the original certificate.

e. *Special Class Certificates.* Applicants for special class certificates must present evidence of successful experience as a teacher and training in the field of the special activity for which certification is desired.

f. *Supervisors' Certificates.* Subject supervisors must hold a standard, normal, college, or special certificate specifically authorizing them to supervise such subject. The Superintendent of Public Instruction may, upon proper representation made by any county or district superintendent, issue a partial certificate valid for supervision.

g. *Teachers' Ratings.* All teachers' ratings shall be made by a supervisor, principal, superintendent, or officer of the Department of Public Instruction, designated by the Superintendent of Public Instruction, who has professional knowledge of the candidate. All teachers' ratings shall be evaluated by the Superintendent of Public Instruction.

h. *Minimum Qualifications for Salary Increments.* The minimum qualifications for the advancement on any salary schedule from the initial sum prescribed therefor to that prescribed for the first increment thereof, shall be a rating in teaching on the state teacher's rating score card of "low", or better, and for each subsequent increment a rating of "middle", or better.

i. *Professional Courses for Improvement of Teachers in Service.* Professional courses for the improvement of teachers in service leading to higher certificates will be offered in extension and in summer sessions in each of the normal schools and in certain universities and colleges of the Commonwealth. Applications for any of these courses should be made to the several institutions approved for offering this service.

j. *Credit for Extension and Correspondence Courses.* For all students beginning extension or correspondence courses on or after August 1, 1923, not more than six semester hours of credit toward standard certification will be allowed in any one semester during which the student pursuing such courses is a regularly employed teacher.

k. *Extension of Certificates.* The validity of any certificate may be extended by the Superintendent of Public Instruction until August 1, following the date when such certificate would otherwise expire.

l. *Dating of Teachers' Certificates.* Any partial certificate issued during any school year shall be good until the first day of the following August and shall not be valid for teaching in the subsequent school year without renewal, as prescribed by these regulations.

m. *Special Provisions.* Special provision has been made by the State Council of Education to give credit for training and experience to all teachers in service with less than standard certification. Such provisions are set forth in a bulletin entitled "Certification of Teachers" that will be sent on request to the Teacher Bureau.

B. CONTRACTS

1. General Nature of the Contract

The following sections of the School Law make this clear:

a. *Shall be in Writing*

> Section 1205. In school districts of the second, third and fourth class, all contracts with teachers shall be in writing, in duplicate, and shall be executed on behalf of the board of school directors by the president and secretary and signed by the teacher.

Suggested form of contract between a teacher and a school board is herewith given:

IT IS AGREED By and Between..... Teacher, and the Board of Directors of..... School District, in.....County, that said teacher shall, under the authority of the said Board and their successors, and the properly authorized Superintendent of Schools, teach in said school district for a term of.....at a salary of.....to be paid in as many equal and monthly installments as there may be months in the school term, reserving the right to the said Board of Directors to dismiss the said teacher at any time whatever after hearing, on account of immorality, incompetence, intemperance, cruelty, negligence, or for the violation of any of the provisions of the school law.

Whenever the Board of Directors is compelled to close the school of said teacher, or whenever said teacher is prevented from following .....occupation as teacher during any period of the school term on account of contagious disease, the destruction or damage of the school building by fire, or other cause, the said school district shall be liable for the salary of said teacher for such period during which the said school is closed, at the rate of compensation stipulated in the contract between the said district and the said teacher, in addition to the time actually occupied by the said teacher in teaching.

Whenever said teacher is prevented by sickness or some other unavoidable circumstance from following.....occupation as teacher, the school district at the discretion of the Board of Directors thereof may make such payments of compensation during the period of absence from duty as the exigencies of the case may seem to war-

rant; provided that in case of sickness no payments shall be made unless said teacher shall have furnished to the Board of Directors a certificate from a physician stating the nature of the sickness and certifying that.....was unable to perform duties as a teacher.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals this.....day of.....A. D. 192...

Attest:

The School District of.....(Seal)

..... by .....

Secretary of Board President

.....(Seal)

Teacher

b. *Refusal of Teacher to Teach*

Section 1209. Any principal or teacher who, unless released by the board of school directors, refuses or neglects to teach through the term for which he was engaged, except when prevented by personal illness, shall be disqualified from teaching in any public school in this Commonwealth during the term of said contract.

c. *For More Than One Year*

Section 1204. Teachers of merit and experience, who hold State certificates which exempt their holders from further examinations, may be elected for any length of time not exceeding three years.

d. *Dismissal of Teacher*

Section 1208. Any principal or teacher employed in any school district may be dismissed at any time, by the board of school directors, on account of immorality, incompetency, intemperance, cruelty, negligence, or for the violation of any of the provisions of this Act: Provided, That before any principal or teacher is dismissed he shall be given an opportunity to be heard, after reasonable notice in writing of the charges made against him.

2. Special Salary Provisions

The following special provisions are to be noted:

a. *Minimum Salary.* Boards of school directors cannot contract with teachers for less than the minimum salary, as set forth in Section 1210 of the School Law.

b. *Increase during Term*

Section 1205-A. The salary of any teacher, principal, supervisor, district superintendent, or assistant district superintendent in any of the school districts of the Commonwealth may be increased at any time during the term for which such person is employed, whenever the board of school directors of the district deems it necessary or ad-

visable to do so. Whenever such increase is determined upon by the action of the school board, by mutual consent of the parties, the contract existing between them may be cancelled. Thereupon a new contract shall be entered into between the parties. The new contract shall contain no changes from the original contract, except in the matter of salary, unless expressly agreed upon between the contracting parties.

c. *Closed School, or Sickness of Teacher*

Section 1206. When a board of school directors is compelled to close any school or schools on account of contagious disease, the destruction or damage of the school building by fire or other causes, the school district shall be liable for the salaries of the teachers of said schools for the terms for which they were engaged. Whenever a teacher is prevented from following his or her occupation as a teacher, during any period of the school term, for any of the reasons in this section specified, the school district shall be liable for the salary of such teacher for such period, at the rate of compensation stipulated in the contract between the district and the teacher, in addition to the time actually occupied in teaching by such teacher.

Whenever a teacher is prevented by sickness or some other unavoidable circumstance from following his or her occupation, the school district may, at the discretion of the directors, make such payments of compensation during the period of absence from duty as the exigencies of the case may seem to warrant: Provided, That in the case of sickness, no payment shall be made unless such teacher shall have furnished to the board of school directors a certificate from a physician stating the nature of the sickness and certifying that he or she was unable to perform duties as a teacher.

All contracts with teachers shall hereafter contain a covenant providing for their payment in cases arising under the circumstances described in this section, and at the same rate as is specified for the time actually engaged in teaching.

d. *For Additional Work*

Section 1210. Clause 11. Teachers who are required, because of additional work, to devote more than the usual number of periods per day to their duties shall be entitled to a fair increase in compensation to be determined by the board of public education or the board of school directors. Teachers who may be employed in giving instruction for only part of a day shall render such other service, for such period of time per day, as the board of public education or the board of school directors may direct, but if such service cannot be assigned to such teacher by the board of public education or the board of school directors, the salary paid to such teacher shall be proportioned to the number of hours of service rendered.

C. ATTENDANCE AT ANNUAL TEACHERS' INSTITUTE

The part of the school law that requires teachers to be assembled annually for five days, or the equivalent, for their improvement in the "art of education", reads as follows in relation to attendance and compensation:

> Section 2108. All boards of school directors in this Commonwealth are authorized and required to pay from the district funds to the teachers employed in the public schools of the several districts who are in attendance at the institute held under the authority of the superintendent of schools of the county in addition to the compensation provided for in their contracts four dollars per day for each day's actual attendance upon the session of such annual county teachers' institute.
>
> Section 2109. Payment for said institute attendance shall be based on the official reports made to the several boards of school directors by the proper county or district superintendent, who shall report the daily attendance of teachers to the respective boards by which they are employed, and such payment shall be allowed by the boards of school directors and paid to the teachers entitled to receive the same. The time in attendance at the annual teachers' institute shall not be considered as days taught, or lessen the actual number of days in the minimum school term.
>
> Section 2110. Every teacher absenting himself from the annual teachers' institute shall forfeit to the school district employing him a sum equal to that which he would have received for attendance at such institute, this sum to be deducted from his salary for the month next following the date of convening said institute, unless satisfactory reason for such absence be given to the superintendent holding such institute.

D. DISCIPLINE

1. Classroom Order

The demeanor and bearing of the teacher in and out of school will determine the discipline among the pupils. From the first day, the pupils should be made to realize that there are bounds they must respect. The self-possessed teacher who is in earnest and goes about her work in an intelligent and sympathetic way will have little trouble in keeping her pupils busy and under a control that will be largely voluntary on their part.

Every offense or supposed offense in school cannot be and should not be punished. A wise teacher does not see minor infractions—nor magnify them. Much must be taken for granted and taken in good faith.

Punishments that are inflicted should be effective and in keeping with the offense. The value of any form of punishment should be

measured by its result in changing the behavior or spirit of the child. Such methods as that of having a child write a word a number of times can result in no good. The keeping in of children at recess or after school, except for cases of transgression against the group of pupils as a whole, will soon lose its desired effect.

2. Corporal Punishment

Corporal punishment is a primitive means to use and is certainly designed for primitive conditions. It should be very rare and not used until other more reasonable means have failed. Though a teacher may have the legal right to inflict it in this State, it ought under no circumstances to be inflicted in the presence of other children. The law implies that the teacher must use good judgment in selecting the kind of instrument when corporal punishment is resorted to.

3. Authority over Pupils

> Section 1410. Every teacher in the public schools in this Commonwealth shall have the right to exercise the same authority as to conduct and behavior over the pupils attending his school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardians, or persons in parental relation to such pupils may exercise over them.

A teacher, however, should always strive to secure thorough cooperation on the part of parents.

4. Temporary Suspensions

> Section 1411. Every principal or teacher in charge of a public school in this Commonwealth may temporarily suspend any pupil on account of disobedience or misconduct, and any principal or teacher suspending any pupil shall promptly notify the district superintendent, supervising principal, or secretary of the board of school directors; and the board may, after a proper hearing, suspend such child for such time as it may determine, or may permanently expel him: Provided, That such hearing, suspension, or expulsion may be delegated to a duly authorized committee of the board.

E. PROFESSIONAL RELATIONS

1. Personal and Professional Attitude in the School

The personal and professional attitude of the teacher, as well as her skill in teaching subject matter, will bring about successful school work and a commendable school spirit in the district. In her mental mood she ought to be patient, cheerful, and sympathetic;

working in such a way as to inspire the confidence of both pupils and their parents. Nothing is more fatal to an attitude for learning than a practice of nagging or scolding on the part of the teacher. Courtesy, coupled with patience, will pay better than will any effort she can make. A teacher who is patient enough to "wait out" a slow pupil is invaluable to any school community.

A willingness to coöperate with other teachers, with supervisors, with principal, with school directors, and with patrons will go far toward producing a smooth-running school system wherein both teacher and pupils find pleasure in working.

2. Professional Qualifications

Teachers of the elementary schools have exhibited a spirit of cooperation worthy of the highest commendation in improving their professional qualifications. Every effort is being made by the ones who do not now possess standard qualifications to meet the advanced certification regulations. Superintendents are gratified with the results accomplished from the attendance at the summer training schools. The twenty-seven thousand teachers enrolled in the summer schools of 1923 for additional professional training mean much to the boys and girls in this State.

Increased compensation for the teachers has resulted in increased enrollment in every teacher-training institution. It is a source of gratification that teachers of the elementary schools have responded to the public's demand for higher standards to go with increased compensation. The increased enrollment on the part of the teachers of the elementary schools in educational associations is an indication of professional growth.

3. Placement Service

A teacher placement service has been established by the Department of Public Instruction to assist school officials to secure competently trained teachers and to assist teachers to secure suitable positions in fields of service for which their training best suits them.

No enrollment fee is required and no charge is made for any service rendered by the bureau. Blank forms for enrollment and a circular containing full information with regard to the work of the bureau may be obtained by addressing the Teacher Bureau, Placement Service, Department of Public Instruction, Harrisburg, Pennsylvania.

F. RETIREMENT

1. Membership in the School Employes' Retirement Association

The Pennsylvania School Employes' Retirement Association provides for the payment of retirement allowances to persons employed in any capacity in the public school system of the State. In order

to be eligible for membership in the retirement association an employe must be regularly engaged in some work connected with the public school system as a full time occupation, outside of vacation periods. Substitute and supply employes are not eligible for membership unless employed full time on a regular salary basis.

For the purpose of membership in the retirement association, school employes are divided into two groups—present employes and new entrants. All persons employed in any capacity in connection with the public school system prior to July 18, 1917, are called present employes; those employed, for the first time, since July 18, 1917, are called new entrants. Membership in the retirement association is voluntary for present employes, or persons employed prior to July 18, 1917; it is compulsory for new entrants, or persons employed for the first time since July 18, 1917. However, if a present employe leaves service in this state and remains absent for a period longer than five years upon reëntrance into the service he becomes a compulsory member of the retirement system.

2. Management of the Retirement System

The management of the retirement system is vested in a retirement board consisting of the State Superintendent of Public Instruction; the State Treasurer; a member appointed by the Governor of the State; three members of the State Retirement Association elected from among their number in a manner to be approved by the State Superintendent of Public Instruction, the State Treasurer, and the member appointed by the Governor; and one member, not a public school employe nor officer or employe of the State, who shall be elected annually by the other members of the board, to serve for a term of one year.

3. The Funds of the Retirement System

The Treasurer of the Commonwealth of Pennsylvania is designated by the retirement act as the custodian of all the funds created by the retirement system. The retirement board is charged with the responsibility of investing the funds in securities that are legal for the investment of the funds of saving banks. The funds of the retirement system, excepting the expense fund, are to be invested by the retirement board so as to permit each fund to be credited with interest at four per centum compounded annually.

A separate account is kept with each individual contributor and when an employe retires no part of his or her contribution to the retirement fund will have been used to help pay the retirement allowance of another employe. This plan of keeping each employe's contribution to the retirement fund intact until retirement or withdrawal guarantees the creation of an adequate reserve fund and helps to assure the permanency and safety of the Pennsylvania retirement system.

4. Rates of Contribution of Employes

The age at which the employe becomes a contributor to the retirement fund determines the rate of his or her contribution. The rates of contribution have been computed on an actuarial basis, and are lower for men than for women because the mortality among men annuitants is higher than for women annuitants, resulting in a fewer number of payments to men and, consequently, is a reduction in the cost of the retirement allowance.

The rate at which an employe begins to contribute is computed to remain constant during his or her period of service.

Upon recommendation of its actuary the retirement board has adopted the following table showing the percentages of salary required of men and women employes at different ages as their contribution to the retirement fund:

SCHOOL EMPLOYES' RETIREMENT ASSOCIATION
RATES OF CONTRIBUTION

Percentage of Salary Required			Percentage of Salary Required		
Age	Men	Women	Age	Men	Women
18	3.23	3.69	40	3.74	4.45
19	3.33	3.71	41	3.79	4.52
20	3.33	3.74	42	3.84	4.59
21	3.33	3.75	43	3.89	4.67
22	3.34	3.78	44	3.95	4.75
23	3.34	3.79	45	4.01	4.83
24	3.34	3.81	46	4.07	4.92
25	3.35	3.83	47	4.14	5.01
26	3.36	3.85	48	4.20	5.10
27	3.37	3.88	49	4.27	5.20
28	3.38	3.90	50	4.34	5.29
29	3.40	3.93	51	4.41	5.40
30	3.42	3.96	52	4.49	5.50
31	3.44	4.00	53	4.57	5.61
32	3.46	4.03	54	4.64	5.72
33	3.49	4.07	55	4.73	5.83
34	3.51	4.11	56	4.81	5.94
35	3.55	4.16	57	4.90	6.07
36	3.58	4.21	58	4.98	6.18
37	3.62	4.27	59	5.08	6.31
38	3.65	4.32	60	5.16	6.42
39	3.70	4.38	61	5.30	6.59

Retirement is optional at sixty-two years of age and no employe is required to contribute to the retirement fund after reaching this age, even though the employe should continue in active service until seventy years of age when retirement is compulsory.

5. Duties of Employes

The retirement act makes it obligatory on the part of employes to coöperate with the retirement board by furnishing such information, keeping such records and performing such other duties as may be necessary in the organization and administration of the retirement system. A special circular of information outlining in detail

the duties of employes in relation to the retirement system will be mailed to the secretary and treasurer of each school district, normal school, board of trustees or other employer as defined in the retirement act.

6. State Guaranty

Section 10, of the retirement act, provides that the regular interest charges payable, the creation and maintenance of reserves in the contingent reserve fund and State annuity reserves, and the payment of all retirement allowances and other benefits granted by the retirement board under the provisions of this act are made obligations of the Commonwealth of Pennsylvania.

7. Conditions of Withdrawal

The Pennsylvania retirement system provides for the return of all contributions with interest at four per centum, compounded annually, to an employe who for any reason separates permanently from school service before reaching the retirement age. Should an employe die before retirement, the contribution to the retirement fund will be paid to his or her estate. Young teachers who expect to teach for a few years only will find the retirement fund a convenient and safe savings fund.

8. Disability Retirement Allowance

An employe with ten or more years of service who has become mentally or physically incapacitated for the performance of school service before reaching the age of sixty-two years, will receive an annual disability allowance of one-ninetieth of his or her average salary for the last ten years, multiplied by the number of his or her years of service. In no case will the disability allowance be less than thirty per centum of the final salary.

> Example: Miss A, after thirty years of school service, becomes physically incapacitated to perform her school work. Her average annual salary for the last ten years of service is $900; she will receive a disability allowance of one-ninetieth of $900, or $10, for each year of her thirty years of service, which gives her an annual allowance of thirty times $10, or $300.
>
> If Miss A had become physically incapacitated for school work after only fifteen years of service, her allowance would be thirty per cent of $900, or $270, instead of fifteen times $10, or $150.

Should a disability annuitant recover and be restored to school service, the rate of salary contribution which he or she shall make to the retirement fund will be the same as before disability.

9. Superannuation Retirement Allowance

All school employes who are contributors to the retirement fund may retire any time they may elect after reaching sixty-two years of age. Retirement is compulsory at seventy years of age. Should an employe wish to be retired before the age of seventy, he or she should make written application to the retirement board on a blank furnished for this purpose, stating the time he or she desires to be retired. Applicants for retirement should plan, if possible, to retire at the end of a school year when changes among employes interfere the least with school work.

On retirement for superannuation, an employe who is a contributor to the retirement fund will receive an annual retirement allowance of approximately one-eightieth of his or her average salary for the last ten years, multiplied by the number of his or her years of service.

10. Amendments

The 1923 State Legislature made the following amendment to the retirement act:

The time during which a member of the retirement system may be absent from school service without losing credit for previous service has been increased from three years to five years. This means that a member of the retirement system may be absent from school service for a period of five years consecutively without losing credit for service already rendered.

The 1925 session of the Legislature passed an act giving credit for service rendered by school employes during the World War as members of the American Expeditionary Force.

The provisions for temporary separation from school service were amended by the 1925 session of the Legislature as follows:

Each employe who separated from school service prior to the first day of July one thousand nine hundred and twenty-five and who subsequently returned or shall return to school service prior to July first one thousand nine hundred and twenty-six after more than five years' absence shall at retirement for superannuation be entitled to have full credit for each year of service in the public schools of Pennsylvania provided

(a) He or she shall have rendered not less than twenty years of service in the public schools of Pennsylvania prior to retirement and

(b) He or she shall have restored to the annuity savings fund his or her accumulated deductions as they were at the time of his or her separation.

Each employe who separates from school service after the first day of July one thousand nine hundred and twenty-five and who

returns to school service after a longer absence than five years shall have his or her annuity rights restored in accordance with the provisions of this paragraph provided he or she fulfills the conditions named in paragraphs (a) and (b) of this clause and in addition thereto (c) shall have left with the retirement board at least twenty per centum of his or her accumulated deductions at the time of his or her separation and (d) shall return to service prior to the age of fifty-nine years.

In no case shall an employe who has separated from school service and who later returned to school service after five or more years of absence be eligible to retirement on account of disability until he or she shall have rendered at least three years of service subsequent to such return.

In any case the restoration of the accumulated deductions provided herein may be made by the payment of a lump sum or any actuarial equivalent approved by the retirement board.

Subject to such rules and regulations as the retirement board may adopt the provisions of this act shall be applicable beginning July first, one thousand nine hundred and twenty-five, to all who are on the retired list of Pennsylvania public school employes at the time this bill becomes a law.

Should any school employe or other person desire further information regarding the Pennsylvania School Employes' Retirement System, it may be obtained by addressing the Secretary of the State Retirement Board, Harrisburg, Pennsylvania.

IV. BUILDINGS AND GROUNDS

A. BUILDING PLANS AND GROUNDS

1. Character of the Building

The planning of an elementary school building should be given more than casual consideration with respect to the size and arrangement of the classrooms, the sanitary equipment, the number and kind of special rooms it contains, and the accommodation of future additions which will not necessitate the remodeling of the initial structure. As strictest economy must be practiced in the planning and erection of school buildings, the selection of a competent architect familiar with the latest development in school building planning, design, and construction is essential, and is the most economical policy which can be adopted in erecting buildings of more than four rooms.

The building should be located on a large plot of ground as level as possible and composed of sandy soil free from excess moisture. Facilities for playing standard outdoor games and ample modern playground apparatus should be provided. School gardens should

be encouraged and space provided for them. The proper landscaping of the site should be considered an essential part of every school building project.

It is important that the exterior appearance of the building be pleasing but the utility of the structure should not be sacrificed to obtain this end.

In addition to the necessary classrooms, the building should contain coat rooms or wardrobes connecting with classrooms but not with corridors, inside toilets, drinking fountains, playrooms or a gymnasium with the necessary shower and locker facilities, lunch rooms, teachers' rooms, office, library and assembly room. This latter room is especially important in rural communities where it may function as a social center.

Complete fireproof construction is desirable in the erection of all school buildings, from the standpoints of both safety and ultimate economy.

In many districts, however, this type of construction is impossible because of limited finances. School buildings should have at least fireproof exterior walls and wherever possible the corridor walls and floors should also be fireproof. Frame construction should be considered only when finances cannot be procured for the better class of construction.

The erection of too many small units should be discouraged. The consolidation of rural schools has so many advantages that the present unsatisfactory road conditions in many localities should not outweigh all other factors considered in the erection of the school building.

2. Assistance from Bureau of School Buildings

The Bureau of School Buildings in the Department of Public Instruction furnishes upon request standard plans and specifications for buildings, of one, two, three, and four rooms, and special designs of buildings of the larger types. A bulletin illustrating these designs and discussing more fully the details of the school building and its equipment is in course of compilation. This bureau will gladly consult with school boards, school officials, architects, or citizens to assist in solving any phase of their school building problems. Wherever it is possible a personal survey of the situation is made by the bureau and sketches of the proposed building are prepared.

The school law provides that plans for the construction or reconstruction of school buildings in districts of the second, third, and fourth classes in Pennsylvania must be submitted to the Bureau of School Buildings, Department of Public Instruction, acting for the State Council of Education, before contracts are awarded. This affords an opportunity to determine if the plans make proper pro-

vision for the construction, illumination, cubical contents, floor area, heating, ventilating, safety and sanitary features of the building, as required by the School Law.

A school building can be planned which provides these features, and yet, because of the arrangement of the component parts, it will not function adequately as a school plant. Each plan submitted, therefore, is scrutinized and recommendations are made to fit the school building to the needs of the educational organization to be accommodated; to minimize and administrative and social problems; to provide for the proper circulation of the pupils and for the future expansion of the building; to eliminate waste space or superfluous construction; and to make the physical properties and equipment of the classroom such that they will aid in and not interfere with the instruction of the pupils.

In this manner the bureau is acting not only in its capacity to maintain the legal standard of school building construction but is also offering to the school districts of the State at no direct expense a complete consulting architectural and school survey service. The ultimate object of the bureau is to provide the maximum in modern school housing at minimum cost.

The State Art Commission created by Act of Assembly is charged with the maintenance of proper standards of architectural design in the erection of all buildings for which public moneys are expended. The designs of school buildings therefore must be submitted to this commission. The Bureau of School Buildings is coöperating with the commission by forwarding to them plans and specifications, submitted for the purpose by architects and boards of school directors, together with the necessary forms applying for approval. The bureau continues to act for the district until the approval of the plans is received.

3. School Grounds and Their Use

Section 626 of the School Law provides that boards of school directors shall put the grounds about every school building in a neat, proper, and sanitary condition, and so maintain the same, and shall provide and maintain a proper number of shade-trees.

a. *Grading and Surfacing.* Grading and surfacing should be done as a part of the building contract and should always be reckoned as a part of the cost of providing school facilities.

If not already practically level, the ground should be graded. Where the area is large in proportion to the number using it, the best surfacing is sod or turf. It is possible to have a turf playfield kept in fairly good condition. This is practically impossible in small, much-used fields. Certain areas such as tennis courts, volley ball courts, and the like should be provided with a special wear-

resisting surface. Torpedo gravel (the small, round gravel) makes a fairly satisfactory surface for play, and when mixed with clay it is excellent from every viewpoint. Gravel, sand, and cinders have the great advantage that they dry off very rapidly after a rain, so that the ground can be used practically all the time. A mixture of clay loam and cinders is very satisfactory. Such a mixture, especially if thoroughly rolled, packs well, is springy, does not get dusty in dry weather and can be played on in the rain.

It is important that school grounds be fenced by hedges or otherwise. Concrete or gravel walks ought to be provided.

b. *Planting Trees is Essential.* A bare spot is a lifeless one for a school building. The building needs to be tied to the ground by foundation planting. Trees should be planted about the edges of the ground or grouped in the corners, if the area is ample. Shrubbery should be placed in clumps and open spaces should be left for grass.

Hardy, or even annual vines, may be used for screening purposes. Bright-colored annual flowers, especially those that bloom in September, should be planted in borders.

Where space is ample a definite portion of ground should be set apart as a school garden for both vegetables and flowers. Use should be made of it and, if possible, the activities should be under the supervision of competent persons.

Intelligent planting and care of school grounds will be of aesthetic value to the community and will exercise a cultural effect upon the pupils of the schools. If school grounds and buildings are made beautiful people will become accustomed to the beautiful, will demand the beautiful, and will copy and produce the beautiful.

B. CARE OF SCHOOL PROPERTY

The proper maintenance of the school building should be given an important place in connection with the preparation of the school budget. Too often the value of buildings is permitted to depreciate unnecessarily because sufficient funds are not made available by the amount of the tax millage and because the need of periodical attention to repairs and modernization is not appreciated.

1. Repairs

Roofing, gutters, and spouting should be carefully examined annually during the summer months in order that the necessary replacements can be made and that damage to the interior of the building will not result from neglect. Plumbing and plumbing fixtures need very frequent inspection and adjustment; the comfort and health of the pupils should not be jeopardized by permitting

such necessary repairs to be postponed. Certain types of heating and ventilating apparatus necessitate a thorough annual inspection and renovation; other types should be similarly inspected at less frequent intervals. Classrooms, corridors, basements and the exterior wood and metal work of the building should be painted frequently. Floors and other woodwork which have deteriorated should be renewed whenever necessary.

2. Insurance

The fact that an average of one school building per day in the United States is lost by fire makes important the protection of the district from financial loss by means of fire insurance on all school buildings. Some recent school building fires in Pennsylvania indicate that even though some fire insurance is placed on the building it is not nearly sufficient to replace the structure. Periodical examination of the replacement value of school buildings should be made and the amount of insurance increased accordingly.

C. SANITARY CONDITIONS

1. General Provisions

Section 601 of the School Code provides that:

> The board of school directors of each district shall provide the necessary grounds and suitable buildings to accommodate all the children between the ages of six and twenty-one years, in said district, who attend school. Such buildings shall be constructed, furnished, equipped, and maintained in a proper manner as herein provided, suitable provisions being made for the heating, ventilating, and sanitary conditions thereof, so that every pupil in any such building may have proper and healthful accommodations.

Both schoolhouse and surroundings should be kept scrupulously clean. Scrubbing, sunning and airing are better than any form of fumigation. Feather dusters and all forms of dry sweeping and dusting should be prohibited. Dampened or oiled sawdust as a floor sweeping compound and oiled cloths for dusting furniture should be used.

2. Lighting

All windows should be hung so as to be easily opened. The glass should be kept clean. Window shades should be of light tan color, translucent and adjustable so that they may shut off any section of the window desired, thus keeping the sun's rays from shining directly upon pupils, desks, blackboards, or charts. If it is found impossible to have the shades of the adjustable type, the roller should be placed about six inches from the top of the window; this is high enough to shut out sunshine, and also permits the win-

dow to be lowered at the top without the wind rattling or tearing the shades. The best colors for schoolroom decoration are light cream ceilings and light buff walls with brown base and dark chair rail. Blackboards should be a dull black. They should never be placed between windows or in such a position that pupils must face the light when facing the blackboards.

3. Heating and Moistening Air

> Section 619. No board of school directors in this Commonwealth shall use a common heating stove for the purpose of heating any school room, unless such stove is in part enclosed within a shield or jacket made of galvanized iron, or other suitable material, and of sufficient height, and so placed, as to protect all pupils while seated at their desks from direct rays of heat.

It is most important that some provision be made for moistening the air in the classroom. The small evaporating apparatus provided with most jacketed stoves has not sufficient evaporating capacity to moisten the air properly. When the outdoor temperature is 10° or less, a classroom of the ordinary size warmed to a temperature of 68° Fahrenheit should take up from three to six gallons of water per day. To maintain proper humidity it is necessary, therefore, for the teacher to see that not only the evaporating pan in the stove is kept filled, but to provide and keep filled additional containers, such as pans of water upon the stove or radiators, if a more modern system obtains. From a health point of view sufficient classroom moisture is extremely important as it is a prime factor in keeping the membranes of the nose and throat in a normal condition, thereby lessening the danger from infectious diseases.

4. Ventilating

> Section 621. Every school building hereafter erected or reconstructed, whose cost shall exceed four thousand dollars ($4,000.00), or which is more than one story high, shall be so heated and ventilated that each school room and recitation room shall be supplied with fresh air at the rate of not less than thirty cubic feet per minute for each pupil, and which air may be heated to an average temperature of seventy degrees Fahrenheit during zero weather.

5. Drinking Water

Pure drinking water in sufficient quantities should be provided in every school building. Pupils should be encouraged to drink freely of it. Directors are authorized by the school law to enter into contract for a supply of water.

Sanitary drinking fountains, attached either to a pipe system or to portable tanks of sufficient capacity, should be provided. There should be one bubbler for each seventy pupils. Where these are not installed, the teacher should insist that each pupil have his own drinking cup, even if the child has to make a paper one.

6. Toilets

The law not only demands that school directors in every district shall provide and maintain proper water closets, or outhouses, not less than two for each building where both sexes are in attendance, but makes special provision in regard to their location, privacy, etc. It also directs the board of school directors to keep them in a clean and sanitary condition, and specifically provides that not less than ten days prior to the opening of any school term, and oftener if necessary, they shall have them properly cleaned and disinfected.

> Section 632. The board of school directors in every district shall, with every building used for school purposes, provide and maintain in a proper manner, a suitable number of water closets or outhouses, not less than two for each building, where both sexes are in attendance. Such water closets or outhouses shall be suitably constructed for, and used separately by, the sexes. When any water closets or outhouses are outside and detached from the school building, the entrances thereto shall be properly screened, and they shall, unless constructed at a remote distance from each other, have separate means of access thereto, and, if possible, for not less than twenty-five feet from such water closets or outhouses, such means of access or walks leading thereto shall be separated by a closed partition, wall, or fence, not less than seven feet high.
>
> Section 633. The board of school directors shall keep all water closets or outhouses, used in connection with any school building, in a clean and sanitary condition, and shall, not less than ten days prior to the opening of any term of school, and oftener if necessary, have them properly cleaned and disinfected by the use of fresh dry-slacked lime, or other proper disinfecting material.

D. EQUIPMENT OF CLASSROOM

1. Provision for by Directors

Textbooks and supplies are provided in accordance with these sections of the School Law:

> Section 701. The boards of school directors of each school district in this Commonwealth shall purchase all necessary furniture, equipment, textbooks, school supplies and other appliances for use of the public schools, or any department thereof, in their respective districts, and furnish the same

free of cost for use in the schools in said districts, subject to such rules and regulations regarding the use and safe-keeping thereof as the boards of school directors may adopt. All furniture, equipment, books, school supplies, and other regulations regarding the use and safe-keeping thereof of any school district in this Commonwealth, for the use of the public schools therein, shall be purchased in the manner provided in this act.

Section 702. Textbooks adopted, under the provisions of this act, by any school district of the second, third, or fourth class, shall be continued in use for a period of not less than five years.

Section 703. All school textbooks, in school districts of the second, third and fourth class, shall be adopted by the board of school directors at any regular meeting between the first day of April and the first day of August following. Such books, so adopted, shall be provided for the use of the schools at the beginning of the school term next following: Provided, That if in said school districts there shall be a district superintendent or supervising principal, such district superintendent or supervising principal, shall report in which subjects new textbooks are needed, and after consultation with the teachers under his supervision, what textbooks should be adopted or changed, and unless by a two-third vote of the board an adoption or change of textbooks shall not be made without his recommendation: Provided further, that books, supplementary to textbooks regularly adopted, may be adopted and purchased for use in the schools at any time, such supplementary books to be adopted in the same manner as textbooks are herein required to be adopted.

2. Use of by Teachers

The responsibility for taking care of school property rests on the teachers and principal. Needed and serviceable equipment and supplies are at times carelessly used, or even destroyed. There can be no excuse offered for careless use of supplies and books.

Specific lessons should be given on how to open and use new books. Books and supplies should be regularly inspected by teachers. Teachers should also regularly inspect drinking, lavatory and toilet equipment.

3. Appearance of the Classroom

The walls of the schoolroom should be kept freshly frescoed or painted. Some mellow and attractive tint ought to be used. It certainly is the duty of the teacher or principal to see that the schoolroom is made attractive by the use of inexpensive decorations. There should be good pictures on every wall. The presence of flowers, gathered in season, will add a charm to a schoolroom that

is worth while. Good housekeeping is absolutely necessary in making the life of a schoolroom attractive to children. Such housekeeping ought by all means to start at the teacher's desk which should serve as a model for neatness, orderliness, and an economical use of supplies.

4. School Library Standards

Each school district should establish and maintain a school library in accordance with the following standards:

a. *One-Teacher Elementary Schools.* A district should purchase annually for each school fifty library books until it has a library of at least two hundred volumes.

b. *Graded Elementary Schools.* School boards should adopt a liberal policy in making provision for a working library for pupils and teachers of not less than three hundred volumes for each school. At least one hundred volumes of these should be bought each year.

c. *Junior High Schools.* There should be a general library of at least three hundred volumes selected with reference to the age and needs of junior high school pupils. At least one hundred volumes should be bought each year.

V. RURAL SCHOOLS

A. ONE-TEACHER SCHOOL

1. Its Character

School conditions in Pennsylvania vary greatly in the different parts of the State. In many of the industrial sections, there is a rather dense population and as a result, we have in most cases the larger school units. On the other hand, in the strictly rural sections of the State, we have the one-teacher school.

On account of conditions surrounding many of the one-teacher schools, it will always be necessary to have them. It is scarcely possible to combine all the one-teacher schools into larger units. Since it is necessary that we should have the one-teacher schools, it is clearly our duty to make them the very best possible.

The teacher has an opportunity to aid in making the school building and the school grounds a fit place for children to be. If a school property needs improvement, it is the duty of the teacher to make an appeal to the board for improvements, to suggest a plan of improvement, and to see to it that the schoolroom is kept clean and well decorated.

This one-teacher school should be distinctly a community center. It should touch the community life in all of its various phases.

The activities of the school may be so promoted that they will advance the social, religious, commercial, and industrial interests of the whole community. The teacher should be recognized as the dominant factor in the promotion of these activities.

2. Disadvantages

While it is necessary to have the one-teacher schools, it must be realized that they have their disadvantages. That is especially true as they exist in our State today. Better school buildings, better equipment, better school yards, better sanitary conditions, a course of study better adapted to the life of the rural child, the longer school term, better teachers and more compensation for teachers—all these are needed. In too many cases we find a dilapidated unsanitary school building, with very meager equipment and frequently located upon ground unfit for school purposes.

On account of the small classes, children of certain ages needing the companionship of others of their own age, do not find this companionship in the one-teacher school. The competition that exists in the classes of the larger schools is wholly lacking in very many of our one-teacher schools. As a result, far too many children, losing interest in school, drop out and go out into life poorly prepared for its duties. When the capabilities of most normal children, if given a chance to develop, are considered, it is apparent that they may be very much handicapped in life if their educational environment has not created an interest in them for their own proper development.

It is not possible to make the one-teacher school equal to the larger consolidated schools. In fact there is abundant evidence that the larger consolidated rural schools of the country furnish educational advantages equal to, if not superior to, those of the city systems.

B. CONSOLIDATED SCHOOL

Probably the most important question confronting those who are helping to build "an efficient system of public schools" is that of the consolidation of rural schools. Every state of the Union is giving considerable attention to this problem. It has been stated that nearly two million children are now enrolled in consolidated schools in the forty-eight states. Consolidation in some states is meeting with marvelous progress. Such states as Indiana, Ohio, Alabama, Louisiana, Iowa, Colorado, North Dakota, New Jersey, and Massachusetts, are in a fair way to a consolidation of nearly all of their rural schools.

Rapid progress has also been made in Pennsylvania. At the close of the school year of 1924-1925 two hundred eighty-one districts of the State have four hundred twenty-seven consolidated schools. In ad-

dition to this there are more than one hundred projects in the course of organization. These consolidated schools and projects are all the result of local desire for better school conditions. These schools are organized after a survey has been requested by local school officials or some local organization. Recommendations are then made as to what should be done. The directors then establish the school and provide for its equipment and maintenance.

1. Provision for

The Legislature of Pennsylvania, realizing the benefits that accrue from the consolidation of schools, passed the following act in 1911:

> Section 3701. That whenever graded schools can be made to accommodate the pupils of one or more ungraded schools, by consolidating said ungraded school or schools with another school, either graded or ungraded, it shall be the duty of the board of school directors to abandon the one-room school or schools, and, instead of repairing or rebuilding the one-room schoolhouse or schoolhouses, they shall erect a suitable modern building for the purpose of consolidating and properly grading all of the said schools: Provided, That no pupil of the abandoned schools shall be required to walk more than a mile and a half to the new school building.

The following terms are also defined in Section 3702 as amended in 1925:

> 1. A "consolidated school" is a school formed by uniting two or more public elementary schools or two or more public elementary schools with the grades of other public schools, which prior to such union were maintained in separate buildings and after such union are maintained in one school organization taught by two or more teachers.
> 2. A "consolidated elementary school" is a consolidated school made up of grades one to eight only.
> 3. A "consolidated junior high school" is a consolidated school having an approved junior high school constituted of grades seven to nine inclusive or seven to ten inclusive.
> 4. A "joint consolidated school" is a consolidated school organization maintained and controlled by the joint action of two or more school districts.

2. Organization

Joint consolidated schools are organized by a joint meeting of the boards of the various school districts, each board passing a resolution to enter into articles of agreement with the other board or boards, provided suitable terms can be made. A committee is then appointed to determine upon the conditions of the articles of agreement. These articles of agreement must be in harmony with sections 1801-1808 inclusive, of the School Law. They provide for two principal parts: first, buildings and grounds; second, maintenance.

The ratios for payment of building and maintenance are both determined wholly by the boards of directors. The articles of agreement may be discontinued at any time by the majority vote of the school directors of each of the respective districts; and the property belonging to the same, when discontinued, shall, unless otherwise agreed upon by the several districts, be disposed of and distributed to and among them in the same proportion as it was originally contributed.

The teachers for joint schools are elected by the full board of directors and each teacher must have a majority vote of each of the participating boards.

Under section 3705 of the School Law, we find the following:

> Consolidated or joint consolidated schools shall, as long as they are approved by the State Council of Education as to organization, control, location, equipment, courses of study, qualifications of teachers, methods of instruction, condition of admission, expenditures of money, methods and means of transportation and the contracts providing therefor, constitute approved local or joint consolidated schools.

3. Duties in Consolidating Schools

In order to consolidate the schools of a district, the board has been given the following power under section 1406 of the School Law:

> The board of school directors of any school district in this Commonwealth, may, on account of the small number of pupils in attendance, or the condition of the then existing school building, or for the purpose of better graduation and classification, or for economical or other reasons, close and consolidate any one or more of the public schools in its district, and, upon such school or schools being so closed, the pupils who belong to the same shall be assigned to other schools

It is further provided that when schools are so closed it is the duty of the directors to assign the children to other schools, and if the children live one and one-half miles or more by public highway from the school to which they are assigned, free transportation must be furnished. Children may be required to walk one and one-half miles or more upon the public highway to meet the school conveyance. This applies to all public-aided transportation.

Whenever the average term attendance of pupils regularly enrolled in any one-room school, in any school district of the fourth class or township which is a district of the third class, is ten or less than ten, the board of school directors shall close such school. But if the board of school directors does not deem it feasible to close such school, it may present its petition to the State Council of Education,

showing the reasons why such school should not be closed. The State Council of Education shall consider such petition and shall make such order as may seem just.

If the school has been reopened upon such petition, and subsequently has an average term attendance of twelve or more, the school is automatically re-established.

4. Financial Aid

Since the facts are pretty well established that consolidation is the only way to bring the rural schools up to a proper standard, the state has made provision to aid in this work. It will pay $200 per annum to each fourth class district for each school permanently closed since 1911, or for schools closed under the Consolidated School Act of 1901. The term "school", in this connection, is construed as meaning an organization caring for eight elementary grades or high school grades under one management.

The Commonwealth in order to encourage the establishment and maintenance of approved consolidated elementary schools or approved consolidated junior high schools or approved joint consolidated schools shall pay annually from the treasury to school districts and unions of schools an amount determined by (a) the true valuation per teacher per district as provided by law and (b) a given per centum of the sum which has been expended during the previous school year by such a school district or union of school districts for transporting pupils of said schools to and from said schools as follows:

> The amount paid by the Commonwealth to a school district which has a true valuation per teacher of assessable property of fifty thousand dollars ($50,000) or less shall be seventy-five (75) per centum, from fifty thousand dollars ($50,000) to one hundred thousand dollars ($100,000) sixty (60) per centum, and more than one hundred thousand dollars ($100,000) fifty (50) per centum. Provided, That in case any of said school districts or union of said school districts has purchased or shall hereafter purchase an approved conveyance which is used exclusively for the transportation of school children to and from said schools said sum may include a reasonable charge for depreciation and repairs not to exceed fifteen (15) per centum of the cost of said approved school conveyance. Provided, That the State's share of depreciation and repairs shall not exceed one hundred dollars ($100) per vehicle per year. Provided further, That the State's share for transportation shall not exceed one dollar ($1.00) per day per pupil for the actual number of days such pupil is transported to and from school. Provided further, That districts receiving reimbursement on the basis of seventy-five (75) per centum and sixty (60) per centum shall not receive more than four thousand dollars ($4,000) in any one school year from the State for transportation.

Provided further, That districts receiving reimbursement on the basis of fifty (50) per centum shall not receive more than three thousand dollars ($3,000) in any one year from the State for transportation.

Application for appropriation for transportation shall be made on or before the first day of July of each year; payment to be made by the State during the month of September. Forms for this application are furnished by the State.

C. TRANSPORTATION

The best interests of both child and taxpayer are served when the transportation is at its best. Anything short of the best that can be had is not sufficient.

Children may be transported by any public conveyance, such as railroads, electric cars, bus lines, or by private conveyances. It is impossible to state definitely what type of vehicle should be used due to the diversity of climate and topography of the State. But the general supposition obtains, that the vehicles should be such that the children will be comfortable and safe. Provision for keeping the children warm must be made. Every child should have seating room on a cushioned seat. All vehicles transporting school children should be enclosed and lighted or so equipped that they may be enclosed easily and quickly.

The law provides that children may be required to walk one and one-half miles by the public highway to meet the school conveyance. While this is the law, the policy should be to go as near as possible to the home of every child. Where this can not be done, proper shelter should be furnished. This is ordinarily done by building a shelter house, or by obtaining the privilege of the children meeting at some farm residence. The latter plan is by far the better and should be practiced where it is at all possible.

The schedule for transportation should be worked out with care and patrons notified of the time of arrival of the vehicle both to and from school. This schedule should be made a part of the contract. Every precaution should be used to care for the safety, as well as the comfort of the children. All vehicles should be required to come to a full stop before crossing any electric or steam railway, or trunk highway; and the driver should ascertain positively as to any approaching danger. The driver should be given specific charge of the children while under his care. If the vehicle is horse-drawn, the team should be of sufficient size to carry out the schedule as outlined. If the vehicle is motor-drawn, the board should insist always that the machine is equipped with good tires, batteries, chains, and that the brakes are in excellent condition.

The board of directors is responsible, under the law, for the success or failure of transportation. The distance from the school and lack of immediate contact with the transportation vehicles make it exceedingly difficult for the directors personally to oversee the transportation. The situation can be met by delegating to the principal or head teacher of the school the responsibility of inspection of school vehicles to see that the above recommendations are carried into effect. The principal should also keep a careful account of, and report to the directors, the number of days the children are actually transported, and should have general supervision of the conditions under which children are being transported. This does not in any way relieve the man in charge of the vehicle of any of his duties and responsibilities. The success of transportation depends largely on the driver, who should always be a responsible adult.

The driver should report regularly on the general conditions of all affairs connected with the transportation, and should make an immediate report to the principal of any improper conduct on the part of any child, together with the name of the child, the cause of any delays, or any other urgent matters. He should coöperate at all times with the principal and teachers.

The School Law provides for the approval of methods and means of transportation and the contracts providing therefor. No public money should be paid for any transportation except upon a written contract. This contract should state clearly the service to be rendered and the rate at which such service is to be paid. The receipt for payment of such service should state the actual number of days the vehicle traveled to and from school. The State furnishes contract forms.

The limit of distance which children may be transported should be one of time rather than miles, for children can be transported a longer distance over a good road in less time and a shorter distance over a bad road.

VI. FINANCES

A. GENERAL PLAN

The full responsibility for operating and maintaining the public schools lies directly upon the people in each school district through the board of directors they elect and the school officers and employes appointed by the board—superintendent, principals and teachers. The law provides ample authority for the people, through their elective officers, to tax themselves for the operation and maintenance of an efficient school system. To relieve the districts of excessive taxation the legislature appropriates a large portion of the State revenue to be apportioned to the several school districts on such a basis as to give the districts least able to bear the local tax the largest share.

The public places full responsibility for maintaining the schools upon the board of school directors with the understanding that they, the citizens, furnish the necessary funds; and with the further expectation that the funds so provided shall be economically and intelligently expended in providing the best possible education for their children.

1. Principles Involved

a. The determination of a definite educational plan or policy that will meet the aims, aspirations, and needs of the district.

b. The careful planning, in advance, of a fiscal policy that will meet all the educational needs of the district.

c. The establishment of an efficient accounting system.

d. An accounting to the public at the close of the year showing that all funds were honestly and economically expended for the purposes specified when the tax levy was made.

2. Educational Policy

The successful carrying out of an educational plan or policy necessitates the hearty, intelligent and sympathetic coöperation of all the agencies interested—the public, the school board, the supervisory officers and teachers. There must be public confidence in the school board. The board must recognize the leadership of the educational staff, and give to it sufficient initiative to successfully develop the educational plan or policy set up for the district. The staff must constantly realize its responsibility to keep the school board and the public informed of all educational needs and the means of fulfilling them.

3. The Budget

Good schools cost money. It is therefore fundamentally essential that a careful study of the financial needs of the schools be made each year in advance of the time for levying the tax. The tax cannot be intelligently levied without knowing what the needs are; nor can citizens be expected to pay their taxes willingly unless they understand the purpose for which the money is levied. Few citizens ever question school tax when value is assured for the money expended.

The law requires that all school districts prepare a budget before the tax levy is made. This budget should be tentatively prepared by the person held responsible by the board for carrying out the educational program planned.

The budget should be carefully prepared in advance and copies presented to each member of the board for careful study previous to the meeting at which it is to be considered and approved. It is the board of school directors which finally considers the tentative

budget, but the people should know the purposes for which their money is to be expended during the ensuing year. It is a good plan to lay before the people, through the press, public meetings, or both, the tentative budget. A defensible budget is always safe in the hands of the public.

The budget, as finally approved by the board of school directors, becomes the guide for the executive officers of the board in carrying out the educational policies for the new school year. The working budget, as finally determined, will of necessity meet with modifications as the work of the year proceeds. In spite of the care in the preparation of the budget there will be occasions when transfers from one department to another will be necessary. These transfers cannot be made except on the approval of the board at a formal meeting.

The department has prepared a bulletin available to those desiring detailed information relative to the preparation of a budget.

B. SOURCES OF REVENUE

1. School Tax

As has been said before, ample authority is provided in the law to give school boards the power to levy taxes. School boards must levy their taxes annually in April or May. The tax so levied must be a property tax. The tax is limited in the several classes of school districts as follows:

a. *First Class Districts.* "An amount which, with all moneys received from the Commonwealth applicable thereto, shall be sufficient to pay the minimum salaries and increments of the teaching and supervisory staff thereof, as fixed and provided by law, and to pay the contribution of said district to the teachers' retirement system.

"An amount sufficient to pay the interest on, and retire the principal of, the indebtedness of said district at maturity.

"An amount sufficient to pay all other expenses and requirements of said school district, which amount shall be equivalent to not less than two and one-half, nor more than three, mills on the dollar of the total assessment of all property assessed and certified for taxation therein."

b. *Second and Third Class Districts.* Although the law fixes a maximum tax levy of twenty mills for second class districts and twenty-five mills for third class districts, the tax levy necessary to pay teachers the minimum salaries and salary increments provided by law can in no way be affected or invalidated even though it exceed the maximum prescribed above.

c. *Fourth Class Districts.* The tax authorized by law for all school purposes cannot exceed thirty-five mills.

2. Per Capita Tax

A per capita tax may be levied in all districts but first class where, in the judgment of school boards, it is deemed advisable. If this tax is levied it must be levied uniformly on all male and female residents of the district twenty-one years of age or over. The amount to be levied, within the limit of a maximum of five dollars and a minimum of one dollar, is fixed by the board.

The tax collector can proceed to collect the per capita tax in the same way as the property tax.

3. State Appropriation

The State's main contribution toward the support of public schools is paid to the district on the basis of the salaries paid the teachers.

a. *First Class Districts.* For each member of the supervisory and teaching staff the State contributes twenty-five per cent of the minimum salary, twelve hundred dollars ($1200), prescribed for the elementary school teacher, or three hundred dollars ($300) annually.

b. *Second and Third Class Districts.* For each member of the supervisory and teaching staff holding standard certificates the State contributes thirty-five per cent of the minimum salary, ten hundred dollars ($1000), prescribed for the elementary school teacher, or three hundred fifty ($350) annually.

c. *Fourth Class Districts.* For each member of the supervisory and teaching staff holding standard certificates the State contributes fifty per cent of the minimum salary prescribed for the elementary school teacher, one hundred dollars per month ($100), and the high school teacher, one hundred thirty dollars per month ($130) for the full term that schools are in session.

The State contributes the same percentage of the minimum salary prescribed for non-standard certificate holders (emergency certificate, seventy-five dollars per month; partial certificate, eighty-five dollars per month), for the term during which schools are in session, as is prescribed for standard certificate holders in the respective classes of districts.

d. "Provided, That the amount paid by the Commonwealth to a school district in any of the foregoing classes which has a true valuation per teacher of assessable property of fifty thousand dollars ($50,000), or less, shall be seventy-five per cent of the annual minimum salary prescribed herein for teachers in such districts, and that the amount paid to a school district in any of the

foregoing classes which has a true valuation per teacher of assessable property of more than fifty thousand dollars ($50,000), and not more than one hundred thousand dollars ($100,000), shall be sixty per cent of the annual minimum salary prescribed herein for teachers in such districts." State reimbursement to all other districts remains unchanged.

The amount of allotment to each district is based "on the data and material contained in the certificates, which school districts are required by law to file with the said superintendent on November first immediately preceding the beginning of each biennium.—"Provided, That the amount paid to any school district within any biennium shall in no case exceed an amount computed on the data and information contained in the certificate required to be filed in November of each year."

Districts will receive reimbursement for teachers added during any biennium by a post payment in the biennium immediately following the employment of such additional teachers.

4. Special State Appropriations

a. *Closed Schools.* In order to equalize educational opportunity further and to help districts where the population is decreasing, the State contributes two hundred dollars ($200) annually, beginning with the school year 1921-1922, for each school building closed permanently since 1911. The minute books of the board must show as a permanent record that these schools were closed permanently, giving the date of closing and the disposition made of the schools closed.

b. *Transportation.* The best educational opinion is that an efficient and economical school cannot be maintained where ten or less pupils are in regular attendance. The law provides that under certain circumstances such schools shall be closed. To relieve the district of the full burden involved in the transportation of the children of these schools who would have to walk more than a mile and one-half, the State pays one-half the transportation cost up to one dollar per day per pupil.

c. *Transportation to Consolidated Schools.* To encourage consolidation the State contributes one-half of the cost of transporting the pupils to approved consolidated schools, provided the amount to be contributed does not exceed four thousand dollars ($4,000).

d. *Vocational Education.* To encourage the teaching of agriculture, home economics, industrial work, and the maintenance of continuation classes, the State and the Federal Government contribute liberally toward the support of vocational departments or vocational

schools that meet the requirements of the Federal and State laws. Special aid to the amount of $500 is paid unions of districts operating joint vocational schools.

e. *Special Classes.* To school districts which maintain special classes for backward children, the State contributes liberally of the instructional cost, where the work done in these classes is approved by the State.

f. *Basis for Reimbursement for Extension Education.* School districts maintaining schools or classes in extension education are reimbursed on the same percentage basis as now applies in the different classes of districts, on a minimum salary schedule of one dollar per hour and two annual increments of twenty-five cents per hour.

C. HANDLING THE MONEYS

1. How Appropriations are Paid

Appropriations are made on the basis of reports submitted by school boards through the county or district superintendent as follows:

a. Teachers' salary and closed school, on or before November first.
b. Transportation, on or before July tenth.
c. Vocation, on or before July tenth.
d. Special classes, on or before November first.

The appropriation due districts on the basis of salaries, and the amount due for closed schools, are paid in two equal installments as follows:

In fourth class districts during February and August.
In second and third class districts during March and September.
In first class districts during April and October.

2. How School Moneys are Paid

The secretary of the school board is the financial officer of the board. He issues all warrants on the treasurer for the payment of salaries, etc., upon request of the board. He keeps all accounts, and is responsible for all the records and reports of the district. It is essential that the secretary be one who appreciates the importance and responsibilities of this office. The secretary of a second, third or fourth class district must be a resident of the district during the term of service.

To simplify records and the work of the secretary many school boards are now paying teachers by calendar month rather than each twenty teaching days as heretofore. The advantage of making some one in the bank, where the school funds are deposited, the treasurer

of the district has also been found by school boards to be both economical and practicable.

All bills of the district must be paid by order on the treasurer after approval and authorization of the school board. A careful accounting of all funds received and expended must be kept by the secretary and must be audited annually. It is suggested that the accounting system, provided free by the department, be used in keeping accounts. This will facilitate auditing, minimize the work of the secretary and simplify the making out of the annual report.

3. Bond Issues and Temporary Loans

The forms of indebtedness which a school district may incur fall into three general classes:

Class A—Temporary Loans

Class B—Bonds Issued by the Board of School Directors Without the Approval of the Electors.

Class C—Bonds Issued by Majority Vote of the Electors.

a. *Class A—Temporary Loans.* School districts with an indebtedness of less than two per centum may, by a two-thirds vote of the board, borrow on temporary loan an amount equal to four-tenths of one per centum of the assessed valuation in first and second class districts, and one per centum in third and fourth class districts. The amount borrowed must be repaid from current revenues within two years, and the obligation cannot be extended or renewed. The total amount of all indebtedness in any school district issuing such obligations shall not, at any time, including such obligations, exceed two per centum of the total valuation of taxable property therein. Only by a vote of the people can the indebtedness of any district be increased to an amount in excess of two per centum of the assessed valuation.

The law requires that school boards prepare a budget in anticipation of the tax levy necessary to meet the financial needs for the subsequent school year. The law also provides that the expenditures during any school year shall not exceed the budget estimate. In spite of this many school districts find themselves short of funds at times during the year and resort to the temporary loan to tide them over. Although the practice is necessary at times, careful planning can reduce the necessity of borrowing money to a minimum.

b. *Class B—Bonds Issued by the Board of School Directors Without the Approval of the Electors.* In general terms it might, therefore, be said that school bonds can be issued for the acquisition of

new school grounds and for building and equipment purposes only. The issue of bonds for the refunding of existing indebtedness is financially unsound and, except in cases of emergency, should be frowned upon by all school boards as an unbusiness-like practice.

The State Constitution limits the period for which bonds can be issued, fixing the maximum term at thirty years. This thirty-year period should be considered the extreme limit, and the term for which bonds are to be issued should be determined after a careful study of the anticipated project.

Under the following conditions, school boards may issue bonds up to two per centum of the assessed valuation of the taxable property in the school district:

1. When there are no outstanding temporary loans issued under Class A.
2. When the total outstanding indebtedness, including temporary loans and bonds issued by vote of the people, does not exceed five per centum of the assessed valuation.

In case there are temporary loans outstanding the amount of such loans must be deducted from the two per centum allowed. For example, if a school board had borrowed one per centum on temporary loans it could issue bonds under Class B in an amount not to exceed one per centum of the assessed valuation.

No temporary or deficiency notes should be refunded from the proceeds of such a bond issue.

c. *Class C—Bonds issued by Majority Vote of the Electors.* Bonds to the extent of seven per centum of the assessed valuation may be issued by the school board with the consent and approval of a majority of the electors. It is to be observed, however, that if there are any outstanding bonds issued under Class B, or notes issued under Class A, they must be deducted from the seven per centum allowance. Under no circumstances can the total bonded and temporary indebtedness in any school district exceed seven per centum of the assessed valuation.

The simplest method for the payment of school bonds is the installment or serial plan. It not only avoids the complications arising out of the manufacture of a sinking fund, but its operation is so simple and direct as to avoid all misunderstandings. All the arguments that can be mustered against the sinking fund plan for repayment of school bonds can be used to support the serial plan.

SYLLABUS IN ART

SYLLABUS IN ART

"The best place to inculcate the love of the beautiful is in the schoolroom. To the rising generation the most effective lessons can be given and from the school millions of children will carry the lessons to millions of homes."—Charles W. Eliot.

INTRODUCTION

Historical Significance of Art. When all else has passed away, it is the Art of the people that survives—enduring records of that people's noblest thought and most beautiful expression. These become our most priceless possessions, guarded and cherished by future generations.

To assist in the development of art education in our State is to share in the heritage of a rich tradition, for it was in Philadelphia, in 1840, that Rembrandt Peale, the distinguished painter, laid early foundations for public school art instruction. The Centennial Exhibition held in Philadelphia in 1876 was responsible for the great awakening along lines of art and industrial training. It is significant that Pennsylvania is rich in the possession of the first museum of art and the oldest of our art schools, and of those who stand among the greatest of our architects, painters, illustrators, and master craftsmen.

Our thought of Art today is no longer confined to that of the painting or easel picture, but rather does it embrace the idea of beauty and finer workmanship in all phases of social and industrial life.

Art education, therefore, attains a new significance and a greater regard, particularly as we recognize both its practical and cultural values.

Practical Values. Art instruction should promote sense development in every child, and lead to accurate observation, clear perception, general handiness, skill, neat and careful performance. It should contribute likewise to the development of creative artists and skillful designers. Then we may have American designers for American-made goods. Our manufacturers must compete with the foreign-designed article, which is frequently of greater beauty and refinement. Art education should be as profitable an investment in this Commonwealth as it is in France.

Culture Values. Art instruction promotes cultural values attained through expression, leading to a sympathetic understanding of beauty in nature and art. Thus education is completed through the development and refinement of the aesthetic nature, so that we may react to beauty and to the finer things of life and live in an atmosphere of true culture.

The public school is the greatest agency for democratizing art and making it possible for *every child to love beauty and to express it.*

Aims and Purposes. Through both expression and appreciation, the aims and purposes should be:

1. To provide sense training.
2. To cultivate taste and sound aesthetic judgment.
3. To administer to the particular needs of a community.
4. To train all to a degree of self-expression, and to discover, conserve, and advance those of exceptional talent.

We should aim to meet very real practical needs on the one hand, and very real cultural needs on the other.

With a realization of the true significance of art education today comes a new belief in the potentialities of our boys and girls and a desire upon the part of every true teacher to help every boy and girl, even in the poorest rural school, to experience the joy of drawing and painting and constructing—and, it is hoped, within a consistently happy and attractive schoolroom.

Art Instruction Related To The Universal Needs Of Man. Since the dawn of civilization man has manipulated the materials at hand and has created what he required to satisfy his physical needs, but he has responded also to a spiritual impulse and has striven to beautify and refine the product of his labor. Thus art was born through man's efforts to meet his needs for food, clothing, shelter, occupations, communication, and recreation in a way that satisfied his higher desires. These needs should supply a powerful motivating spirit for the exercise of the creative impulses of our boys and girls from the primary grades through the senior high school.

The following outlines are suggestive of great possibilities and of almost endless expansion along the lines of activity proposed above.

The vital coördination of all phases of our school work with everyday life is strikingly apparent.

These great motivating forces find realization in art through free-hand representation, illustrative drawing, nature drawing, color study, design and constructive handwork and picture study.

Food: Foods and their production; related flowers, fruits, vegetables, birds, fish and animals; utensils and dishes; place-cards, menus, recipe books; decoration for Sanitas and other luncheon sets; the placing of dishes and silver on table.

Shelter: Homes in different lands; animal and bird shelter; lumber and other related industries; doll house, log cabin and other primitive dwellings; development of heat and light; rugs, furniture, etc., interior decoration, landscape gardening, civic beauty. Characteristic styles of architecture.

Clothing: How produced; sources; industry; weaving and spinning; growing cotton, wool, silk; clothing in other lands; national costumes; doll clothes, school clothes; uniforms, costume illustration, suitability to individual, climate, occasion, etc.; taste in dress; period costumes; fabric decorations—embroidery, stenciling batiks, block printing, etc.

Occupations: Primitive and modern occupations; tools, materials and processes; machines, weapons; general adaptability of tools and implements, etc.. to use. Study carpenter, mason, potter, miner, farmer, sailor, soldier, merchant, etc.

Communication and Transportation: Development of means of communication and transportation; development of printing, lettering; lesson papers; book-covers, school and community posters; advertising art; booklets, linoleum blocks, etc.; free-hand and mechanical drawing as records.

Recreation: Related to man's play and pastime, health and general welfare, aesthetic self-expression.

Coöperation and Coördination. Drawing, design, and construction problems related to history, English, civics, geography, language, health education, in fact, to every school subject, are becoming more and more appreciated as a vehicle for enriching and visualizing these subjects and, as a consequence, making knowledge more pleasant to acquire and more enduring to possess. We must not, however, lose sight of the fact that we have certain very definite aims and that there must be certain very definite experiences in drawing, design, color, etc., provided they are adapted to the years of the child, and proceed in logical sequence.

Constructive Handwork. Handicraft projects should include all our elementary industrial as well as more advanced projects. These involve paper cutting, clay modeling, basketry and weaving, and sand table projects, in primary grades; bookbinding, pottery making, metal craft, etc., in high schools. In primary grades constructive work may be informal in plan, a vehicle at any moment for vitalizing language, geography, or history—a fascinating, living subject through making thought concrete. Later projects in booklet making, cardboard construction, etc., will stimulate greater skill, neatness, and accuracy, and the spirit of the true artist to produce at all times an honest and pleasure-giving product.

Our idea of art does not disassociate drawing, design, and color from the industrial work, but combines them in the realization of more beautiful refined products.

The Project Method. The project method in education is based upon "whole-hearted, purposeful activity in a social environment." This method makes use of the child's interest in problems which grow out of situations provided by the teacher.

The teacher is to plan such situations as shall best call forth the desired response from the child.

While engaging in a project the pupils plan and divide the labor, work either as individuals or as groups or committees on different parts of work, coöperate with each other, and share in the success of the result.

As the children work with the teacher to carry out the plans which the children help to form, they acquire a sense of responsibility, the power of independent thinking, coöperative ability, many kinds of skills, and the ability to judge results. There is an immediate gain in the pleasure of self-reliant activity and the joy that comes from successful accomplishment. It is a character-building process.

The project method calls for the best practices in the field of art education and constructive handwork. The finest aims and highest standards will continue to be held. The project will give a tremendous incentive for effort in acquiring the necessary skill, and a powerful urge towards artistic, purposeful work, and fine and beautiful workmanship.

SUGGESTIVE TOPICS WHICH MAY BE PRESENTED AS PROBLEMS

General

A toy shop
Doll house and furniture
A doll shop
Building a village
Vacation fun
The county fair
The circus
A Mother Goose show or party
A log cabin
An Indian village
Robinson Crusoe
A grocery store
A flower shop
Our garden fair
The home garden
A department store
A show window

Geography

A real or an imaginary journey
A travel map
A travel booklet
A travel poster
A sand table relief map
A travel play—scenes, costumes, etc.
A booklet about wool
A lumber camp
A farm scene
A fishing scene
A coal mine
A desert scene
A booklet about cotton
A booklet about silk

History

Any typical event in the history of our country
The evolution of the book
The landing of the Pilgrims
An event in the life of William Penn
A plantation scene
A colonial interior

Community Civics

A "clean up" campaign
Fire prevention
Accident prevention
A "Safety First" primer
A poster to prevent defacement and destruction of property
A Junior Red Cross service
A thrift poster or booklet
A poster to help the Humane Society

Social Life and Health

A health code
A health play
A health booklet
An athletic poster
A right food poster

Anniversary Days

A Christmas gift
A New Year's greeting card
A valentine and envelope
An event in the life of Lincoln
An event in the life of Washington
An Easter greeting card
An Arbor Day conservation poster
The First Thanksgiving (sand table)

Art Appreciation and Good Taste

Decorating a room
Buying pictures for schoolroom
A picture museum
Furnishing an apartment
A City Beautiful booklet
Beautifying home grounds
Beautifying school grounds
Scenery, costumes, etc., in connection with pageants, plays and pantomimes

Free-hand Representation. This division of our subject is intended to include all forms of drawing which have to do with the appearance of objects—Free-hand, Pictorial, Object Drawing, Pose Drawing, and, of course, Illustrative Drawing. It is the art of recording the appearance of things. The principles of perspective dealing with these facts of representation are no longer rocks impeding the joyful progress of child expression.

Mechanical perspective or abstract problems should not be required in early years, but these principles should be learned through repeated observation and the informality of illustrative drawing.

A Aims

1. Visual knowledge through clearer observation.
2. Intellectual expression—the technical skill necessary to meet the needs of the average individual.
3. Aesthetic expression, leading to the appreciation of finer things.

B. Modes of representation

1. Line Drawing—"Outline Drawing" as a record, accented outline, and the line of regularity giving a decorative character.
2. Outline filled with flat areas of gray or color.
3. Silhouette, mass drawing, paper cutting.
4. Light and dark. Expression in values of gray or color. Importance of correct value relations.
5. Light and shade. Carried to various degrees. Three dimensions.
6. Development of texture.

C. Technical handling of media

Paper cutting, crayons, brush and color, charcoal, pencil, pen and ink.

D. Methods

1. Observe general lines of action or posture and sketch them in lightly.
2. Note resemblance to distinctive type forms.
3. Consider relative proportions and shapes.
4. Sketch in characteristic details in the order of their importance.

To draw a thing well is to know it—to know it, is to draw it better. The most thorough knowledge of form is gained through modeling, which may be called "drawing in all directions." Through the sense of touch, the "master" sense, one touches reality and secures a consciousness of form, not otherwise realized.

Memory Drawing. On paper and blackboard, memory drawing should be encouraged and practiced much more than it usually is. There should be something more than the recording of observations directly from the object observed. Remove the object from view oc-

casionally and develop memory tests or have the child reproduce from memory something he has previously seen.

Build up a "picture vocabulary" in the child's mind through memory drawing games or contests. Draw animals, birds, etc. Draw from memory maps in connection with geography study.

We have assumed for years that all pupils can learn to write and cipher. We know now that all can be taught to draw, and so we plan to consider the needs of the many as well as to develop the talents of the few. We should all draw more than we do. We should make greater use of our universal language, visualize our thoughts, and generally give graphic expression to our ideas. Whether we are grade teachers or supervisors, we should appreciate the significance of picture language. Drawing is a vehicle for intellectual as well as aesthetic expression.

Blackboard Drawing. The ability to draw on the blackboard should be considered as an important part of a teacher's equipment. Since the blackboard is a medium for expediency rather than permanency, no teacher should fear to clarify ideas thereon, for any attempt in this direction is appreciated by the pupils, admiring and uncritical. A teacher should acquire a picture vocabulary of graphic symbols. Children, too, should draw frequently upon a blackboard in early years because of its value in developing motor control and facility of expression. Blackboards should be kept alive with appropriate illustrations and decoration. They should be made objects of real decoration; not an offense to the eye.

Illustrative and Imaginative Drawing. A more sympathetic understanding of childhood through child study has for a number of years prompted a continuance of the picture-making proclivities displayed by all children before entering school. A teacher even without special training may approach this subject with confidence, for the opportunity is all that is necessary to stimulate the child's love for expression in picture language. The effectiveness of our pictorial magazine and poster advertising and the newspaper cartoon are evidences of the value of graphic expression in the exchange of ideas. Visualization becomes a habit, knowledge is clarified and the child thinks in terms of reality rather than in abstract symbols. The school program, from the kindergarten through the senior high school, is rich in opportunities for such graphic expression.

Begin with what the child knows. There must be ideas before they can be expressed. In drawing, as in all other instruction, we should make use of ideas familiar to the child and endeavor to enlarge his picture vocabulary and his horizon. From this wealth of material expression will flow spontaneously and joyfully.

Encourage every effort, however crude. Give only constructive criticism. Prize the quality of spontaneity. Avoid letting the subject develop into mere "busy work." Seek always, as in teaching language, to help the child to tell his story ever in a better way. The important thing is to *draw*. While wax crayon and a gray bogus paper are the usual media, others may be found more convenient and desirable.

Nature Drawing. Plants, birds, butterflies, animals, shells, fish, and all the inspiring natural forms that have so enlivened and vitalized public-school drawing and color study can be used as objects. Nature drawing develops the power of keen observation, furnishes rich material for decorative purposes, and acquaints one with material for later scientific study. Select the seasonable material at hand. Take every advantage of it to teach the facts of line and form and truth and beauty in nature, but with the thought that this material should not be used as an end in itself, but should supply inspirational ideas for design and its use in beautifying and enriching the many things of everyday life.

Media. Cut papers, colored crayons, pencil, charcoal, water colors, etc.

Design. The idea of design must not be confined to the ornament upon the surface of a thing, rather it should be expanded to include the thought in the inception and creation of the thing itself. The thoughtful selection and arrangement of its materials and its general fitness and appropriateness, together with the refinement of its structural lines and masses, constitute what we call constructive design. A Chippendale chair may serve as an illustration of constructive and decorative design, so intimately related that the one cannot in any particular be separated from the other. It expresses (1) the idea growing out of a need for service and adapted in size and shape to human comfort; (2) it expresses honestly and frankly the influence of the tools, materials and processes in its manufacture; and (3) in its refinement of line, color, texture and finish, it expresses man's everlasting desire for beauty.

Design has become the most significant feature in our art instruction program. It has made much purposeless drawing purposeful. It has developed the habit of orderly thought and neatness in other work, including all written exercises in all branches of study. It has worked for both expression and appreciation of beauty. The influence of the booklet, the plate, the rug, the wall paper, or the costume designed in school has gone into the home. Training in design is the particular feature in our work today that is needed to meet the vast requirements for workers in so many fields of industry.

The design work, beginning with the simple border design for a rug or wall paper for the dolls' houses, continues through the grades to render service in the manual training shops or in the household economics department, or it may serve the community with timely posters for a clean-up, milk, or health campaign.

Lettering. Lettering is closely allied with our thought of design. One cannot help being impressed with the endless advertising cards, posters and billboards, and the covers and pages of our magazines. The opportunities for boys and girls who can letter well are so many that this teaching becomes vocational in every sense of the word. In addition, the study and practice of lettering is immediately applied to school booklets and posters from the first grade through the high school.

Lettering should first of all be legible. Otherwise it is useless. This can be accomplished only by following studiously the best alphabets that have come down to us. There must be care in alignment, spacing and arrangement. The result of these qualities is legibility with beauty.

Best results are obtained through preliminary practice on blackboard and paper so that facility and fluency may be the forerunners of accuracy and skill.

Color Study—The Aim. The aim in color study may be best indicated by the following analysis:

1. To lead children to see color
2. To enable them to enjoy fine coloring
3. To teach them to combine colors harmoniously

    a. Perception through recognition of *hue, value, chroma;* study of color charts
    b. Imitation through practice in reproducing color in nature and manufactured articles
    c. Invention through arrangements aimed at achieving harmonious results

Consider the importance of color and color knowledge in our life today; their intimate relationship to our manufacture and our commercial and social life. The designer, the producer, the salesman, the consumer, all require color knowledge obtainable through the progressive experiences offered in public school art instruction. The results of such study are already apparent in improved manufacture and more tasteful individual selection in dress and home decoration. The utilitarian value of color is strikingly displayed in our advertising and in our printing art; but its cultural value is equally prominent in our pleasurable aesthetic reactions to God's creations in

nature or to man's creations in art. We should feel a great responsibility in developing the color sense of our boys and girls so that they will not grow up in a dismal, colorless world because of color ignorance and the lack of perception and discrimination that any well-developed course of study provides today.

Symbolic Meaning of Colors. In early Christian art, particularly painting and stained glass, it became traditional to use colors in a very specific manner. This practice led to the interpretation of color in a symbolic mystic sense. In our own inventive use of color, in advertising, printing, dress, the home, etc., we should be mindful of this significance. We should also learn to recognize this significance in heraldry and the flags of our own and other countries.

COLOR	REPRESENTED BY	SIGNIFIES	ILLUSTRATIVE NOTES
White (Prismatic union of all colors)	Light Diamond Silver	Purity Innocence Holiness	White robes—Chastity
Red	The Ruby Life Blood	Courage (Patriotism) Passion War, Hatred Anarchy Danger	Red & White roses—Love & Innocence Livery of Satan Evil Spirits Purgatory "Though your sins be as scarlet"
Orange or Yellow-Red	Fire	The Fireside Hospitality Benevolence	
Yellow	The Sun Gold	Goodness of God Fruitfulness Dingy, dirty yellow—cowardice Deceit, Treachery	Yellow Mantle—St. Peter Yellow journalism; quarantine Assigned to Judas "A yellow streak"
Green	Spring The Emerald	Life Fruitfulness Promise Envy	Combines cheerfulness with coolness "Green with envy"
Blue	The Sky Sapphire	Serenity Heaven, Truth, Constancy Discouragement, "Blues"	"True Blue" A cool retreating color
Purple	Amethyst Twilight	Royalty, Loyalty Melancholy Mourning	The color of evening and old age "Mystical", therefore used in ceremonies
Gray	Ashes	Renunciation Humility Penitence	Age "Sackcloth & ashes" Martyrs, Friars, etc.
Black	Darkness Night	Ignorance Wickedness, Death Mourning, Gloom	"Black Sheep"

ART APPRECIATION

School Decoration. It is by surrounding ourselves with beautiful things that we grow more like them. All truly great art is ennobling for this reason. The attractive school-room contributes to better attendance, reduces the problem of discipline, and creates an

atmosphere of happiness. "A room without pictures is like a house without windows." We may live without pictures and perhaps live as long, but we cannot live as well. In some schools, pupils have collected and sold old newspapers, discarded rubber goods, etc., in order to raise funds for the purchase of pictures for the schoolroom. Organized visits of the children to convenient picture galleries and museums are becoming a feature of the regular school work whenever such exhibits are available.

The Department of Public Instruction will gladly assist those who are interested in securing information relative to prints appropriate for schoolroom decoration, and will furnish addresses of their publishers. Advice will also be given as to color schemes for school walls.

Picture Study. The picture study outline should be planned so as to acquaint the child with at least one noble work of art each month of the school life. There are published notes and inexpensive prints of carefully selected subjects adapted to the child's years and interests. These should be secured for the children and mounted in a booklet made for the purpose. One plan provides for the study of various subjects in a grade, and the subjects chosen are both fitting and fascinating. Another plan groups in a grade important pictures related to a single subject such as Mother and Child, Children of Other Lands, The Age of Chivalry, etc. The last topic would include, for example, Abbey's Holy Grail decorations in the Boston Public Library and Donatello's Statue of St. George. Each grade should study the work of American as well as of foreign artists.

Note. Refer to "Picture Study" references in the bibliography for information relative to plans, pictures, and studies for the Picture Study Course.

Lantern Slides. The following sets of slides relating to art education may be secured from the State Museum collection. No charge is made for lending, but a fee of $1.00 is required to cover transportation. The subjects are as follows:

Home Decoration
Schoolroom Decoration
Picture Study (for all grades)
Civic Beauty
Nature as Designer
Nature as Artist
Nature as Sculptor
Nature as Architect

Schools of Painting—
- American
- English
- Italian

Art and Architecture of—
- Ancient Egypt
- Ancient Greece
- Ancient Rome
- The Renaissance

Drawing Models. Care and discrimination should be exercised in the choice of models. The vase, simple in line and form, and fine in color, serves not only as a drawing model but also as an object of use and decoration on the teacher's desk. The ten cent store may supply many good and inexpensive models. Such objects as the color or crayon box, watercup, and other articles upon the pupil's desk may serve as models for object drawing. It is an advantage to draw the things that are known and handled. Other models for teaching the principles of perspective may be made of cardboard, clay, etc., by the pupil. Nature material should, however, be used in its season.

Art Supplies. The special teacher or supervisor is expected to be familiar with the various materials on the market, and purchase and distribute them economically. The choice of the right stock or medium for every occasion is necesary if the best results are to be obtained. Effective results are obtained frequently with less expensive materials and economies effected thereby.

Art Books and Reference Material. 1. The bibliography at the conclusion of the syllabus on Art Instruction is planned to include important works dealing with the various phases of art education.

2. A few copies of the paper-covered drawing books on the market may be purchased and the illustrations clipped.

3. These illustrations may be mounted and then filed under such headings as "Nature Drawing," "Design Units," "Color Study," "Landscape," "Construction," etc.

4. Mount for the collection well-selected samples of cretonnes, chintz, wall paper, etc. Loose-leaf collections permit the references to be passed around or displayed before the class.

5. The covers and advertising pages of our magazines are likewise sources of inexpensive and valuable reference material. They contain valuable material for representation in the numerous drawings of manufactured articles in perspective. There are likewise innumerable examples of fine lettering, design, and color harmony. Advantage certainly should be taken of the beautiful color printing placed on the market as advertising matter by costume shops, paint, linoleum and wall paper manufacturers, etc., for use in teaching costume illustration and design and interior decoration.

6. Pupils should aid in the collecting and assembling of such material. Even limited funds need not preclude the use of this invaluable help in art education.

Supervision. The supervisor or art teacher should be a teacher in the broadest and fullest sense, with abundance of tact, enthusiasm, resourcefulness, and general good sense.

In larger districts the special teacher necessarily becomes the supervisor and must secure the coöperation of the grade teacher in order to reach the larger group of pupils.

This is accomplished through a schedule of personal visits to each classroom, where (1) lessons in progress are observed; (2) model lessons (largely for the teacher's benefit) are given; (3) definite and helpful instructions are left for the lessons to be given before the next visit.

Further instructions and assistance are given in the usual teacher's meetings. Instruction is given and difficulties are overcome through actual practice. Such meetings should be arranged with a thought of the teacher's obligations in order to secure coöperation in the happiest spirit. The primary or intermediate grade teachers may be brought together in their own building for instruction along lines of general interest to each group. Whenever practicable, teacher's meetings should be conducted in a manner similar to the project-problem work with a class. The meeting in itself should be a model to the teacher. The room in which the meeting is held should be arranged as attractively as possible. Every effort should be made to abolish the fear with which so many teachers approach this special subject, and to develop confidence and real appreciation of the true values in art instruction.

Criticism should be kindly and constructive. Cultivate the habit of looking for the good rather than the bad. *Draw much.* Be representative of art in your own appearance and in the appearance of the classrooms. Be the champion of art in the community.

Exhibits. Exhibits of pupil's work offer encouragement to the pupils, and have a socializing effect in establishing closer relations between the home and the school. There should be continuous exhibits of work in the schoolroom and selections from these for the principal's office or reception room. The school or community exhibit and the exhibit provided for some more important occasion are all very necessary in advertising and selling art to a community and creating a sympathetic understanding of its value and coöperation in its development. The neat and orderly mounting and arrangement of exhibition material is in itself a study and a worthy problem of design.

A permanent exhibition of art work in the schools of Pennsylvania may be found in the State Museum building, Harrisburg.

A School Art League is the organization in a community of the friends of the children and of art in that community. The organization establishes a new and closer connection between home and school; provides pictures for schoolrooms; leads the children to see

and enjoy art objects in the community; and, through awards, encourages pupils of talent. Altogether it means an Art-loving public, supporting public school art education.

SUGGESTIVE OUTLINES FOR YEARS I—VIII

General Notes for Teachers. The best source material for illustrative purposes, guidance and general inspiration is found in the drawing books listed at the head of the Bibliography—Industrial Arts, Industrial and Applied Arts, Graphic Drawing, and Practical Drawing Books. These paper-covered drawing books are inexpensive and a copy of each in the hands of the teacher will give illustrations and instructions for the problems suggested in each grade. Teachers should have access also to the *School Arts Magazine,* both past and current issues. The advertising as well as the other pages of our magazines should be studied and clippings made and classified to show good examples for illustration, lettering, color, etc.

The art work is sufficiently valuable to warrant the supply in every schoolroom of adequate and worthy materials, but the resourceful teacher will make use also of equipment secured from outside sources; sample wall papers may easily be procured for constructive work. Colored papers can be brought from the homes. Wrapping papers are frequently of pleasing color for drawing and construction work. Dyes may be used for painting if regular school colors are not provided. Paste may be made, and colored crayons are secured at small cost. One copy of a magazine such as the *Ladies' Home Journal* will supply colored prints for schoolroom decoration, colored papers for construction and numerous illustrations. Show them good examples. Give the children the opportunity. They will respond whole-heartedly.

Consideration should be given to the care and distribution of materials. Practice economy, avoid waste, require neatness and orderly plan in all school work. Give attention to the care of brushes and color boxes. Each teacher should make a large chart by mounting colored cutting papers and arranging them to correspond with a color chart in one of the drawing books previously suggested.

Teachers should familiarize themselves with the aims and purposes of each topic below, as discussed and explained in preceding pages of this syllabus.

Time Allotment. Time allowed for art instruction in the grades below the high school should, in justice to the subject, be fair and adequate if satisfactory results are to be obtained. The following allowance is recommended:

First year: Art and Elementary Industrial Training Second year: Art and Elementary Industrial Training Third year: Art and Elementary Industrial Training	5 periods per week 30 minutes each
Fourth year: Art and Elementary Industrial Training	3 periods per week 50 minutes each
Fifth year: Art Instruction Sixth year: Art Instruction	2 periods per week 45 minutes each

FIRST YEAR

Blackboard Drawing. Make a calendar or other decoration appropriate to the month. Teachers should illustrate lessons with drawings wherever possible. Pupils should practice circles and develop simple animal and bird forms, etc.

Illustrative and Imaginative Drawing. Select topics for illustration; use crayons; cut colored papers, etc.

Free-hand Representation and Nature Study. Draw, paint and cut fall fruit and vegetable forms. Relate to the general subject of food and the harvest season. Draw pussywillow and other simple spring growths. Paint or cut bluebird, robin, canary.

Design and Lettering. Rugs, curtains, etc., for doll house. Use colored crayons, cut papers or stick printing. Cut letters for A B C booklet and blocks.

Color Study. Teach spectrum colors. Look for these colors in nature. Represent them with colored crayons, colored papers, or water colors. Have pupils collect colored objects and pictures to illustrate each. Apply to doll dresses, borders on handwork, booklets, etc.

Constructive Handwork. Fold and paste envelope for clippings, scissors, etc. Fold and paste A B C blocks, construct A B C blocks, construct A B C booklet with illustrations. Plan and construct doll house and furniture.

Special Days and Holidays. Refer to good references for simple, appropriate greeting cards, calendars, etc. Illustrate Thanksgiving, Christmas, Easter, Washington's Birthday, Lincoln's Birthday, etc. Use a little lettering carefully done.

Correlation. Illustration; lettering; blackboard drawing and sand table projects to visualize and motivate various school studies wherever possible.

Picture Study. Refer to information on this subject in preceding pages and bibliography, and procure material for study. The subject "Mother and Child" is suggested for study. Aim to acquaint pupils with one good example each month.

SECOND YEAR

Blackboard Drawing. Draw calendar or other decoration appropriate to the month. Pupils practice and draw from memory on blackboard. Develop farm animals and birds—duck, hen, pigeon, sheep, etc., from circles, ovals and ellipses.

Illustrative and Imaginative Drawing. Select topics for illustration suggested by school studies, games and occupations. Illustrate farm life and occupations. Use crayons, colored papers, etc.

Free-hand Representation and Nature Study. Draw, cut, paint, and generally discuss various foods produced on the farm. Draw apple and other fruit trees with colored crayons. Crocus and other spring flowers in crayons and cut papers. Paste to represent window box decoration.

Design. Borders and allover patterns of straight lines combined with squares and other simple forms, with crayons or stick printing; apply to booklet covers, etc.

Lettering. Cut block letters and numerals; apply where needed. Practice drawing letters on blackboard. Give attention to spacing. Cut letters for food booklet and paste them in an orderly manner. Secure good examples from drawing books and references in bibliography.

Color Study. Acquaint pupils with intermediate hues of color. Show yellow, green, blue, yellow-green, blue-green, etc. Paint flowers, leaves, fruit, doll clothes, etc., to illustrate.

Constructive Handwork. (If clay be procured) Model farm animals. Construct farmyard shelters—bird houses, dog house, barn, etc., windmill, silo, etc. Develop into a community sand table project illustrating farm life. Also farm implements and transportation. Cut boy in overalls and other outdoor costumes.

Special Days and Holidays. Refer to good references for simple, appropriate greeting cards, calendars, etc. Illustrate events in connection with the various days we celebrate.

Correlation. Illustrative, blackboard drawing and sand table projects to visualize and motivate various school studies wherever possible.

Picture Study. The Subject "Farm Life" is suggested for study. Select from various publications pictures related to the subject. Aim to acquaint pupils with one good example each month.

THIRD YEAR

Blackboard Drawing. Practice circles and ellipses and develop into cups, bowls, tea pot, etc. Draw common kitchen utensils. Pupils may bring in clippings showing pictures of objects to illustrate this topic.

Illustrative and Imaginative Drawing. Illustrate life of the Indians, Arabs, Eskimos, etc., as studied in geography—the people of the dry and cold deserts, tropics, islands, etc.

Free-hand Representation and Nature Study. Represent in silhouette with brush or ink, or cut or torn papers, the shapes of typical pine, cedar, oak and poplar trees. Draw seasonable flowers, etc. Talk about lumber industry and building. Draw and cut circus animals—elephant, camel, giraffe. Draw wheat, corn, etc., and talk about the grinding of such foods, of the miller, of the baker, etc. Primitive methods of Indian.

Design. Show children simple designs by Indians and other primitive people and explain their symbolic meaning. Apply to rugs, vases, bowls, etc.

Lettering. Continue cutting and drawing letters. Draw or paste letters, with one of the cut circus animals as a decoration for a circus poster or booklet.

Color Study. Explain monochromatic harmony. Practice values of color. Paint three to five values (steps of light and dark) of different hues and gray. Apply color in circus and in costumes of Indians, Japanese, Dutch and Scotch children.

Constructive Handwork. Sand table projects illustrating life of Indians, Eskimos, etc.; children of foreign lands; the circus; local community geography.

Special Days. Illustrations and handwork appropriate to the various days we celebrate.

Correlation. Take advantage of every opportunity to explain and really experience much of the school work by drawings and handwork.

Picture Study. "Children of Other Lands" is the general subject for this grade. Refer to this heading in bibliography and secure references. Acquaint pupils with one great picture each month.

FOURTH YEAR

Blackboard Drawing. Practice ellipses to represent circles at different levels. Develop them into bowls, flower pots, candle shades, parasols, Japanese lanterns, flowers, etc., also birds, chickens, ducks, rabbits, etc., from ellipses.

Illustrative and Imaginative Drawing. Illustrate the life of the pioneers; apply to pioneer life in Pennsylvania. Illustrate occupations in modern building trades.

Free-hand Representation and Nature Study. Draw builder's tools. Bring in pictures. Cut flowers, leaves, etc., from colored paper and paste to suggest hollyhocks and other plants to improve an unsightly fence or building.

Design. Acquaint pupils with old quilts or coverlids and design them with cut papers or crayons. Design a poster with lettering and picture for humane week, expressing consideration for dumb animals.

Lettering. Practice single uniform line ("Stylus") letters and apply to poster. Apply to poster with drawing of a builder's tool to advertise "Tools for Sale."

Color Study. Continue studies of hues and values, additional steps of graduation of light and dark. Talk about warmth and coolness in colors. Paint flowers, birds and landscapes to illustrate. Explain analagous harmony.

Constructive Handwork. Construct early settler's cabin of clay, cardboard, sticks, etc. Cut and mount fireplaces, gun, axe, animal skins, etc., to represent the interior of such a cabin.

Special Days. Design, color and construct calendar mount, candy box, picture frame, candle shade, blotter, pad, etc., for Christmas gifts.

Correlation. Plan a booklet to contain the story with illustrations of cotton, flax, silk, wool, etc., and transformation for clothing, etc. Special articulation with the geography work of this grade.

Picture Study. General subject—"Landscape and Trees." Procure references from publishers and teach one great picture each month. Collect illustrations of "scenic attractions."

FIFTH YEAR

Blackboard Drawing. Practice the fluent drawing of curves of beauty, compound curve, lines of grace, force, spirals, etc. Apply to nature growths, shells and ornament, and show how these lines repeat themselves in nature and beautiful art creations.

Illustrative Drawing. The life of our Colonial period. Collect illustrations of this as well as the life and art of the European countries studied in geography.

Free-hand Representation and Nature Study. Draw common objects frequently—both with circular and rectilinear planes to illustrate foreshortening, and explain principles of perspective involved. Have pupils construct models and devices for illustrative purposes. Draw seasonable flowers and other plant forms.

Design. Simplify studies from nature for decorative purposes. Apply to stencil or block print and make a border for hand bag, mat, table runner, belt or apron. Simplify the form of some animal on squared paper for a border to decorate a child's bib or plate.

Lettering. Practice poster letters, special attention to lower case letters. Bring in illustrations from advertising pages. Apply to "garden" and "health" posters (food, exercise, clean teeth, fresh air, etc.) Arrange capital letters into monograms for marking linen and other personal property.

Color Study. Refer to books on color and explain what is meant by complementary colors and contrasting harmony. Practice graying colors by mixing parts of opposites. Use complementary colors in representation (blue bowl and orange, etc.). Also apply to costumes suitable for pupils in this grade. Trace from fashion sheets.

Special Days. Special Arbor Day project. Draw and cut shape of your school building. Paint papers for cutting, and cut trees, vines, flowers and shrubbery and paste to show how your school building and grounds may be improved and beautified.

Correlation. With English, geography, history and civics, wherever opportunity offers.

Picture Study. Secure illustrations of great works of art representing industry—weaving, spinning, sowing, plowing, etc. Pictures by Millet, Vermeer, etc.

INDUSTRIAL ARTS WITH SIMPLE EQUIPMENT

Time Allotment, 90 minutes per week

In addition to the time allotment for art instruction there is provided an additional period for constructive handwork. The plans for this grade provide certain definite bookbinding projects, suggested as follows:

Memorandum pad
Telephone pad
Loose-leaf binder
Magazine cover
Japanese binding
Notebook with pencil holder
Covered box
Clipping case
Picture frame
Cardcase or billfold
Blotter pad

Refer to books listed under "Construction and Arts & Crafts," but particularly "Bookbinding for Beginners" by Bean

These problems require neatness, skill and accuracy. Each pattern is necessarily a working drawing. There are new problems in pasting buckram, lining paper, etc., on pulpboard. Special attention should be given to choice of color and harmonious and appropriate decoration in each case.

The cutting of linoleum blocks and stick-printed end papers calls for additional craftsmanship.

SIXTH YEAR

Blackboard. Practice drawing cubical and cylindrical forms and convert into boxes, chairs, tables, vases, and other forms founded upon them.

Representation. Draw common objects, singly and in simple groups, Japanese lanterns, simple vase forms, cracker and berry boxes, bowl and fruit, etc. Use pencil or crayons. Encourage pupils to bring in drawings of pets, and other animals.

Design. Draw some simple bird and animal forms and simplify or conventionalize for cross-stitch, stencil or block print design. Design a "safety first" poster. Draw or clip appropriate illustrations to help in making posters for accident prevention.

Lettering. Practice letters for mottoes, book covers and posters. Apply to "safety first" or" accident prevention" poster. Such posters are to be displayed in primary-grade rooms and corridors.

Color. Combine colors with different parts of their opposites or complements to show three degrees of chroma. Cut shape of own house and show with color or cut papers improved front and back yards, garden, lawn, shrubbery, flowers, etc.

Constructive Handwork. Christmas toys, thin wood and cardboard.

Special Days. Make Christmas greeting cards or calendars expressing refinement and good taste. Draw, paint, and adapt a butterfly as an Easter symbol.

Picture Study. "Famous Buildings." Select subjects from publishers for illustration. Have pupils collect illustrations. Explain principal styles of architecture. Apply to local examples.

INDUSTRIAL ARTS WITH SIMPLE EQUIPMENT

Time allotment 90 minutes per week

In addition to the time allotment for art instruction there is provided an additional period for definite constructive handwork.

The aim in this grade is to develop additional skills and establish contacts with varied materials and with allied industry, past and present.

Design in this grade should work not alone for additional beauty and consequent charm, but should represent original thought on the part of the pupils in the plan of size, shape, proportions, etc., to meet the needs in each case and function consistently and perfectly.

The materials used are (1) paper and cardboard, (2) clay, (3) textiles, (4) wood, and (5) metal.

1. Some bookbinding project selected (more advanced than fifth year projects) according to individual preferences. (The binding of some printed magazine article is suggested.) Design cover, and papers, initial letters, book plate, etc. Study the evolution of the book, the printing art, past and present, etc.
   Refer to "The Story of Paper Making," J. W. Butler Paper Company, Chicago. Discuss other manufactures made from paper and cardboard.
2. Design and make tiles, bowls, candle sticks, vases, etc. Learn the story of the potter. Discuss the use of clay through the ages, also the casting of plaster and cement forms. Read the story of Palissy. Visit a pottery and watch a potter at his wheel, if possible. Have a "loan" pottery exhibit in the school.
3. Plan and weave some desirable textile article—bag, rug, cap, belt, etc. Plan and weave basket or mat. Consider the design and color. Secure information about how weaving began and the development of the textile arts from very early times. Learn of the textile art of the American Indians, Persians, etc.; modern manufacture of rugs, up-

holstery, draperies, embroideries, laces, woven silks, printed cotton goods, etc. Plan a "textile exhibit" (basketry included). Where possible establish a real partnership with the sewing done by the girls.

4. Shop facilities may not be provided for woodwork, but many attractive projects may be executed in the classroom with few tools and inexpensive or even waste material. Chief among the attractive articles suggested are various mechanical toys, bird sticks for plant jars and garden, bird houses, book support ends, etc. These call for drawings and the application of pleasing color. Pupils should be interested in various allied industries, tree growth, lumbering, etc., and the recognition of different trees and their woods.
5. Metal projects suitable for this grade are limited, but many ingenious teachers and pupils have accomplished much with few home tools and waste material—even tin cans. The appearance and value of these articles is enchanced by the application of enamel paint and ornament. Paper knives, candle sticks, sconces, hinges, book supports, buckles, etc., are articles possible to make in this grade.

   Interest should lead out from knowledge of early guilds and craftsmen to a study of modern allied industries. Study Paul Revere as a craftsman in silver, bronze, etc.

BIBLIOGRAPHY

Valuable Books and References in Teaching the Arts

The bibliography on the following pages is valuable for Years I to VIII.

Art Instruction—Theory and Practice

Drawing, Design, Color Study, Construction, etc., for all grades.
Industrial Art Books—Barnes
Industrial & Applied Arts Drawing Books—Atkinson
Graphic Drawing Books—Prang
Practical Drawing Books—Practical Drawing Co.
Supplemental Helps—packets, cards and loose-leaf references (see "School Arts Magazine")
Sargent & Miller—How Children Learn to Draw—Ginn
Sargent & Miller—Fine and Industrial Arts in Elementary Schools—Ginn
Dopp—The Place of Industries in Elementary Education—Univ. of Chicago Press

Construction and Industrial Activities

Dailey—Art Education—Houghton
Kendall & Mirick—How to Teach the Special Subjects—Houghton
Lemos—Applied Art—Pacific Press
Daniels—A Real Correlation—Milton Bradley
Sargent—Modeling in Public Schools—Hammett
Lester—Clay Work—Manual Arts Press

White—How to Make Pottery—Doubleday
Buxton-Curran—Paper & Cardboard Construction—Manual Arts Press
Worst—Constructive Work—Atkinson
Snow and Froehlich—A Hundred Things a Girl Can Make—Lippincott
Tryborn—Carboard Construction—Milton Bradley
Bean—Bookbinding for Beginners—School Arts Pub. Co.
Bailey—Booklet Making—Prang
Todd—Hand Loom Weaving—Rand McNally
White—How to Make Baskets—Doubleday
James—Practical Basketry Making—Hammett
Turner—The Basket Maker—Atkinson
Sanford—Arts Crafts for Beginners—Century
Winslow—Elementary Industrial Arts—Macmillan

The Project Method

Wells—A Project Curriculum—Lippincott
The Twentieth Yearbook (Part I)—National Society for the Study of Education
Kilpatrick—The Project Method—Teachers College

Correlative Helps

Carpenter—How the World is Housed—American
Carpenter—How the World is Clothed—American
Carpenter—How the World is Fed—American
Kinne & Cooley—Shelter & Clothing—Macmillan

Representation

Whitney—Blackboard Drawing—Davis Press
Whitney—Blackboard Sketching— Milton Bradley
Daniels—School Drawing—Milton Bradley
Soper—Principles and Practice of Elementary Drawing—Scott, Foresman

Nature Study

Bailey—Nature Drawing—Atkinson
Day—Nature in Ornament—Scribners
Averill—Japanese Flower Arrangement—Lane

Sketching

Hancy—Pencil Sketching from Nature—Atkinson
Jacobs—Pencil Sketching-building (Plates)—Scott, Foresman
Warner—Tree Studies (Plates)—Scott, Foresman
Woodbury—Pencil Sketches of Trees (Plates)—Milton Bradley

Color

Froelich & Snow—Theory and Practice of Color—Prang
Munsell—A Color Notation—Ellis

Lettering

Alphabet Cards and Packets—Refer to advertising pages of School Arts Magazine
Stevens—Lettering—Prang

Design and Ornament

Chase—Decorative Design—Wiley & Sons
Lawrence & Sheldon—The Use of the Plant in Decorative Design—Scott, Foresman
Dow—Composition—Doubleday

Costume Design

Izor—Costume Design—Atkinson, Mentzer
Various fashion journals

Art and The Home

Calkins—Home Planning & Furnishing—Foresman
Daniels—The Furnishing of a Modest Home—Atkinson, Mentzer
Izor—Costume Design and Home Planning—Atkinson, Mentzer

Picture Study

Picture Studies—(Graded Illustrated Leaflets for Pupils and Teachers)—Elson
University Prints—(Graded Illustrated Leaflets)—The Perry Pictures, Malden, Mass.
Barstow—Famous Pictures—Century
Hurll—How to Show Pictures to Children—Houghton
Caffin—How to Study Pictures—Century
Van Dyke—The Meaning of Pictures—Scribners
Bailey—Twelve Great Paintings—Prang
Bacon—Pictures Every Child Should Know—Grosset
Witt—How to Look at Pictures—Macmillan
Carpenter—Stories Pictures Tell—Rand McNally
Oliver—First Steps in the Enjoyment of Pictures—Holt

SEVENTH YEAR

Free-hand Representation. Interesting objects chosen as appropriate for the illustration and practice of simple problems in parallel and angular perspective, studies repeated. Memory drawing. Blackboard practice. Represent doorway—door swung outward and inward. Pupils collect illustrations. Draw cracker box, etc., in different positions, also objects with spouts, handles and covers in different positions. Free-hand drawing of group of two interesting objects, water color box and water pan, vase group, colored bowl with fruit or vegetables, etc. Use pencil, crayons, or water colors. Give attention to composition and arrangement.

Nature Study. Show pupils rendering of trees and simple landscape in reference books, and encourage them to make like sketches out of doors.

Design Theory. Explain most significant principles. Apply to simple borders. Illustrate line and space arrangements in circle, square, rectangle, etc. Consider appropriate decoration for dishes,

cups, saucers, etc. Requirements of service. Design pattern—border or allover—for a small serving tray. Drawings of insects and animal life as motifs for design. Consider application to some article of dress or the home.

Lettering. Practice letters from selected alphabet and apply as follows—(1) street sign for school or residence corner; (2) sign for parents' business; (3) portfolio cover.

Color Study. Informal talk and question on color to determine pupils' understanding of the subject. Develop color chart and harmony notes to establish understanding to meet future needs. Application to cover design and other design problems. Draw two rectangles representing simple room elevations. Color one in warm and one in cool colors—illustrating temperature in colors applied to northern or southern exposures. Cut, with colored papers, good vase shape with well-balanced flower arrangement. Window and curtains may be included. Draw and trace hat and costume designs and apply color that will produce harmonious effects, suitable to season, occasion and the wearer. Select and mount samples and color schemes for *boys'* attire *as well as girls'*. Illustrate tie, shirt, hat, suit.

Industrial Arts. Make portfolio to contain pupils' drawings and references. Apply lettering. Appropriate ornament and colors. Make booklet—hinged loose-leaf—to contain notes and clippings, for studies in art appreciation. Cut linoleum block, using some design unit which has been drawn, and apply block print to book cover, dress or home article.

Correlation. Drawing, design, color work, etc., should function in connection with science, history and English, the household arts, printing and other shop work, etc., wherever and whenever possible.

Art Appreciation. Consideration of decoration as applied to pupil's own room. Pupils collect illustrations, use wall elevation, already colored as a background for improved wall in pupil's room. Talks on landscape painting and painters. Pupils collect illustrations, make tracings and fill in tones of gray or color.

EIGHTH YEAR

Free-hand Representation. Pencil drawings, cylindrical objects with spouts and handles, box or book with open lid or cover. Simple house with trees. Express house and trees in cut colored papers. Still life drawing—continued. Still life, plant form, etc., to develop pencil technique. Sketches of street scenes and interiors in parallel and angular perspective. Draw pottery and other like forms and de-

velop in style of modern poster. Pupils clip from magazine advertisements to illustrate. Use tempera color, if possible.

Design. Plan a stained-glass window. Talk about adaptation of nature to expression in glass. Select bird, flower, fish, etc., as a motif. The best design may be enlarged and worked out in tissue paper to cover window in school or home. Talk about bookplates. Plan a bookplate to express each individual pupil's interests. Develop and complete design. Talk about good and bad things used in the home. Make drawings showing arrangement of pictures on a wall, vases, etc., on a mantle, rugs and furniture on a floor.

Lettering. Apply lettering to poster. Observe poster letters used in advertisements. Apply lettering to bookplate and civic beauty booklet.

Color Study. Continue color chart or other devices to develop clear understanding of harmonious color arrangement. Arrange color notes showing appropriate combinations for house interiors. Also talk about good color combinations for exterior of homes and school. Arrange color notes to illustrate. Apply color to stained-glass window, costume design, and interior decoration.

Industrial Arts. Bookplate cut from linoleum block, and applied to books and other property. Booklet for civic beauty or civic attractiveness, or for clippings and notes.

Art Appreciation. Talk about making your city or town more beautiful—collect and mount pictures illustrating fine homes, streets, parks and playgrounds, monuments, street signs, lighting fixtures, etc. Study pictures having to do with "The Age of Chivalry," such as Abbey's "Holy Grail," "Sir Galahad," Donatello's "St. George," etc.

SYLLABUS IN CIVICS

SYLLABUS IN ELEMENTARY CIVICS

INTRODUCTION

Instead of regarding the Civics Course as an addition to the curriculum, let us think of it rather as a suggestive outline for the development of the spirit of right citizenship, so necessary in the civic training of the boys and girls.

This civic education is not concerned primarily with subject matter; it is rather a matter of habit, an attitude of mind, and a personal responsibility for right conduct. Training in citizenship, therefore, should impel the child to render concrete and constructive service to his immediate community, to his state, and to his country. He who gives this service gains patriotism and when the service is shared with his fellows he learns the meaning of democracy.

The aims, principles, and methods of a course in citizenship must, therefore, create in the child a desire for such coöperative service.

A. Aims: The aim of civic education is at least threefold:

1. It must cultivate right civic habits.
2. It must create high civic ideals.
3. It must develop, by means of service, a finer patriotism and a larger democracy.

B. Principles

1. All these aims must be constantly present in the mind of the teacher, and the material and method must be adapted to them.

2. The school has a large responsibility for starting the young citizen right in his civic growth. The young citizen is developing an habitual attitude of mind toward his civic relations all the time, and should have guidance during the formative years of school life.

3. This guidance should help to interpret the child's present experience and to cultivate his power of judgment, and should lead him to act in accordance with democratic ideals.

4. In the effort to increase children's intelligence in civic matters the teacher is sometimes tempted to begin by giving information which has been carefully prepared for their understanding, but which does not touch their interest because it does not correspond to the psychological stage of the children, and is neither within their experience nor related to the life of the community. Along with the attention paid to civic matters in general, therefore, more attention

must be given to the child's mental development and to his experience in his own local community.

5. It must be kept in mind that the child, in process of growth, passes through successive psychological stages, approximately as follows: that of the imagination in Grades I-III; of idealization (hero-worship) in Grades IV-VI; of unification (cause and effect) in Grades VII-IX. And unless our educational appeal is so directed as to meet these stages of child development our time will be largely wasted.

6. To create high civic ideals, rules are useless. We should teach those ideas present in the child's experience and associated with his life in the community. The successful cultivation of motives and of ideals depends on the enthusiastic teacher who is able to stand with the children on the plane of their common experience.

7. The Civics Course might be called a "Course in Human Relationships." People, not institutions or things, should be the center of thought. The course must emphasize the dependence and interdependence of people.

8. Civic traits and habits must be formed in these early years. Through constant practice children must know what is right, they must desire to do it, and they must "learn to do by doing." Therefore, civic virtues—that is, training in morals and manners acquired through habit formation—form the basis of work in grades 1, 2, and 3. In the latter grades the work must be continued, expanded, and adapted to the greater civic responsibility of the child.

9. In each grade emphasis is to be laid on team work, coöperation, and fair play. From the beginning of their school life children must work and play as members of a group, and they must be led to regard the rights and welfare of others.

10. The instruction is to be based on the child's experience and not on the logical organization of a body of knowledge. The aim should be rather to develop an attitude of mind than to teach unrelated facts.

11. The instruction must be cumulative, To be effective, civic education must begin when the child enters the school and must continue throughout his school life.

12. Civic teaching should not be confined merely to one phase of instruction, but should be a controlling aim of all instruction. The enthusiastic teacher finds opportunity to develop right civic spirit in every subject and in every activity of the school.

13. The children have a natural, live, personal interest in what they are doing. Through this interest character may be cultivated and the power of initiative developed. Thus the child becomes an active, influential member of his group. He forms social ideals which should be both incentive and guide to his action in civic matters.

C. Methods

In the first, second and third grades instruction should be by means of games, memory gems, poems, conversations, songs, pictures, stories, dramatizations, In the fourth, fifth, and sixth grades the method may be varied by reports made by children on topics assigned for their investigation, by discussion, by visits to places of civic interest, by collections of pictures and charts, and by stories and conversations. In the seventh, eighth, and ninth grades class investigations and reports must develop a sense of class responsibility that shall incite the young citizens to group action, that shall train them in class activity for the common welfare. For concrete illustrations of method, various types of lessons are included in the course.

D. Source Material

In addition to the special references for each topic given below, the teacher will find the following books applicable throughout:

Cabot, E. L. and others—A Course in Citizenship—Houghton
Dunn & Harris—Citizenship In School and Out—Heath
Fryer, J. E.—Young American Readers—Winston
Hill, Mabel—Lessons for Junior Citizens—Houghton
McVenn, G. E.—Good Manners and Right Conduct—Heath

E. Acknowledgment

The Department gladly acknowledges its special indebtedness to the Harris Lessons in Civics for the Six Elementary Grades, Bulletin 1920, No. 18, U. S. Bureau of Education, and to the Philadelphia Course of Study in Civics, Grades One to Six.

OUTLINE OF CIVICS COURSE BY GRADES

GRADE 1.	GRADE 2.	GRADE 3.	GRADE 4.	GRADE 5.	GRADE 6.
The Family The School working and playing together Obedience	Team work between school and home Protection and care the bome gives Protection and care the school gives	Home and school in contact with activities in tbe neighborhood Service, Dependence, Interpendence Adult embodiment of civic virtues (Success in life is due to good habits formed early in life) Servants wbo furnish us food, clothing, fuel, shelter, medical aid	The servants of the neigbborhood* Policeman Fireman Postman Engineer Conductor Motorman Brakeman Switcbman Road Mender Watchman Lamplighter Wireman Scoutmaster Game Warden Constable Justice of Peace Forester	Our Neighborbood 1. Growtb of the town 2. Service rendered by the following a. School b. Library c. State house d. court house e. post office f. hospitals g. churches h. community centers 3. Roads, streets 4. Parks, playgrounds, tbe public square 5. Water supply 6. Ligbting: a. gas b. electricity 7. Police protection 8. Fire protection 9. Tbe telephone 10. Means of communication with nearby localities	Industrial co-operation Fair play in business and community life
Courtesy Helpfulness Cleanliness Orderliness Kindness to animals	Continue work of first grade Add Fair Play Promptness Truthfulness Care of property Safety First	Continue work of first two grades, Add Thoroughness Honesty Respect	Continue work of first tbree grades. Add Courage Self-control Thrift Perseverance	Continue work of first four grades. Add Helpful initiative Self-reliance	Continue work of first five grades Add Broadmindedness Sense of civic responsibility

*Do not teach all these—Study your own community.
Omit or add to the list as type of community demands.

FIRST YEAR

Aim: Service in the home and at school

To develop in the child a clear understanding and a strong love of service to others; and habits of willing obedience, helpfulness, and courtesy. An effort should be made to make the child feel "at home" in the classroom. He should wish to take an active part in the school work and should realize his responsibility in the social group.

Method: This spirit of service can be given to the child by means of conversation lessons, poems, games, songs, pictures, stories, dramatization.

I. Home Life; the family (simplest form of community).

A. A tea party; an outdoor picnic; eating lunch together.
B. What mothers do: Washing and ironing, making and mending clothes, cleaning and caring for the home, shopping, marketing, canning, preserving, cooking, baking, etc.
C. When we have company at our house.
D. Games we play at home.
E. A toy store, a grocery store, etc.
F. Telling stories we know.

A project: Building a doll house and furnishing it. Make furniture, rugs, bedding; dress dolls to represent the family.

Type lessons—dramatization

A. A tea party

Children should be taught to carry dishes carefully without spilling contents. Many severe scaldings have resulted from carelessness in this activity.

Play the party. Who is mother? Where shall she sit? Who is father? Where does he sit? The big brothers and the big sisters, which are they? Will father tell us a story? Who shall pass the cake? Let the teacher guide the conversation.

(Other picnics and feasts at Halloween and Thanksgiving.)

B. What mothers do

A little song to the tune of the Mulberry Bush: This is the way we wash our clothes, etc., this is the way we iron our clothes, etc., this is the way we sweep our house, etc.

Have a wash-day play. Remove pins from clothing before putting them in wash, to avoid scratches. Put dishes of hot

water where baby cannot reach them. Turn off electric iron when through using.

These are not to be formal object lessons in manners and morals, nor are they to bring out in any way whatever the difference in children's home conditions. They are here merely to encourage the children to talk, and to make them feel free to speak concerning topics of particular interest to them; to bring about a free interchange of ideas, and to train the children in good habits. Frequently our first grades are too formal. The children wonder what it all means. Here is a chance to socialize the classroom by means of enjoyable projects.

Stories of Home Life

How the Home Was Built—"Mother Stories"—Lindsay
The Birthday Present—"More Mother Stories"—Lindsay
Watching for Father—"Little Knights and Ladies"—Sangster
Seven Little Pussy Cats—When Life is Young—Dodge

II. School Life—The School Family (The schoolroom is another home.)

A. There are certain activities which foster team work and social consciousness. Let the children

1. Share the responsibility with others for appearance of the floor, the blackboard, the window sills, the chairs, the desks
2. Distribute and collect material used by the class
3. Water the plants, feed the fish
4. Look at pictures and books together

B. Discuss with the children happenings in their daily lives

1. The walk to school; name and location of the school
2. The school yard before school; the playground
3. The forming of lines
4. Going into school
5. The behavior in the school building
6. The recesses; the dismissals
7. The doors open outward. Why?

Method

1. Conversation about the walk to school; safety practices with regard to trolleys, automobiles, and wagons; avoiding strange animals

2. Conversation about the room; the decorations; the pictures
3. Appointment of caretakers, housekeepers, or monitors
4. Dramatization of "line forming." Show how to do it quickly and silently. Have groups of children show how quickly they can get into line at the front of the room. Let class criticize. Speed up slow children. Have other groups try separately. Competition should produce great interest. Look out for safety on stairs and fire escapes, holding railing in one hand and planting foot firmly on each step.

III. Civic Virtues: Hand in hand with the above coöperative activities in the formation of good habits and manners

A. Obedience

1. To parents and others in the home. Tell the story of "Raggylug" or "Blackie and Mr. Bullfrog"
2. To the teacher, to other teachers, to the janitor, to the principal. Emphasize coöperation. What does each one do for us? What must we do for them?
3. To the bells, to the fire alarm. What does the bell say? Act out the procedure when the school fire alarm rings
4. To danger signals
   The trolley gong, the locomotive whistle, red and green lights, gates at grade crossings, the automobile horn. Dramatization: Let one boy be an automobile, another with little sister tries to cross the street; perhaps there is a policeman. Each child should tell what he is going to do before the play starts.

Stories and Poems (These are merely suggestions)

Ulysses and the Bag of Winds
The Oak and the Reed
Tale of Peter Rabbit
Blackie and Mr. Bullfrog (Merry Animal Tales)
Blackie in the Trap (Merry Animal Tales)

B. Courtesy

1. Forms of greeting (See General Plan of Civic Virtues)
2. Courtesy to older people in the building
3. To one another or to playmates
4. To visitors; to new pupil; ask the new pupil to play
   Dramatize: Mary may be a visitor. She goes out of the room. When she comes in she asks the teacher if she may visit the room. John gets a chair for the visitor.

Anna offers her a book. Perhaps she says "Good-Morning" to the class.

5. Telling Tales
   What to do when hurt or jostled rudely; playing games; fair play

Stories and Poems

Cozy Lion. Frances H. Burtnett
How Patty Gave Thanks. A. E. Poulsson

C. Helpfulness: The helpful boy in school (See General Plan of Civic Virtues)

1. Helps to care for room (See General Plan of Civic Virtues)
2. Takes his place in line quickly and quietly and does his part to keep line in good formation
3. Behaves in orderly manner in the halls, on stairs, elsewhere
4. Does not cry or complain over trivial things
   Suggested Story: Tell the story of "The Stone in the Road." Make it more impressive and add to its emotional appeal by dramatization. Which person in the story do you like best? Why? Do you know any one like that helpful boy? What did you ever see him do to help any one? Do you think he enjoys being kind to other people? Why?

Stories and Poems

The Ant and the Dove. Aesop.
The Elves and the Shoemaker. Grimm
The Story of a Helpful Boy

Suggested Poem

He brings his father's slippers,
Picks up the baby's toys,
He shuts the door for Grandma
Without a bit of noise.
On errands for his mother
He scampers up and down,
She says she would not change him
For all the boys in town.

1. Teacher reads poem to the class; they discuss it together; perhaps the children could suggest how to "play" the story
2. Dramatization of each helpful act
3. How we may help at home

a. Wait on grown-up people when they ask it
b. Pick up the baby's playthings
c. Close door quietly for older people
d. Run errands for mother and father

D. Cleanliness

1. Personal cleanliness: Clean face, hands, neck, ears, brushed hair, clean teeth, clean finger-nails; use of water, soap, towel, brushes
2. Personal belongings: Clean dress, blouse, sweater, handkerchief, shoes; clean books, papers, desk; arouse pride in care of all personal belongings
3. Immediate surroundings: Clean floor in classroom; use of door mat, waste paper basket, garbage can, toilets; the toilet room the cleanest room in the building; no waste left where it can catch fire

Stories

Pig Brother. Mrs. L. E. Richards
Giant's Kettle. Guerber, H. A.
Washing and Ironing. Hill. Song Stories for the Kindergarten
Sweeping and Dusting. (In Ailey and Gaynor's Songs of the Child World)

E. Orderliness

1. Care in use of papers, pencils, crayons, clay, other materials
   Remember "A place for everything, and everything in its place." Each child has a desk all his own; he is the one to keep it clean and orderly; encouragement of friendly rivalry in neatness and orderliness among the children
2. Keep cloakroom in order; pick up hats and coats when they fall
3. Pick up playthings in home and yard—many accidents caused by tripping on objects left out of place

Stories

Fairy Who Came to Our House—(Bailey, C. S. For Children's Hour)
Little Servants—Dagre, Sydney (Poulsson, A. E. In the Child World)
Ten Fairies—Guerber, H. A. (See Bryant, S. C. Stories to tell to Children)

F. The Flag (Patriotism)

1. Colors of the flag
2. Seeing the flag displayed; the salute
3. The flag stands for all we hold dear
4. Learning to sing children's patriotic songs
5. Standing for "America" and the "Star Spangled Banner"

G. Kindness to animals

1. Our pets—who they are, their names, how we care for them. Stories about them
2. What animals do for us
3. Let us learn to protect birds and their nests
4. Let us protect the cats and dogs from ill treatment, give them food and water and a warm place to sleep in. They like a gentle touch and kind words; always speak kindly to our pets
5. The teacher may organize her pupils as a Junior Audubon Class. For information and material write to the National Association of Audubon Societies, 1974 Broadway, New York

Stories

Molly's Lamp. Lindsay, Maud—"Mother Stories"
Mrs. Tabby Gray
Out of the Nest
Jack and Jennie Sparrow. Foster, Charles (Poulsson, A. E. in the Child's World)

TYPE LESSON—A COURTESY PLAY

There is a party, One of the children is hostess. As the guests arrive they say "How-do-you-do?" and are answered by hostess. One passes closely in front of another—"Excuse me"—"Certainly." Make-believe refreshments may be served, with proper remarks—"If you please," "Thank you," etc. The hostess suggests that they choose games to play, and the guests defer to each other's wishes. One arrives late and apologizes for lateness. When guests leave they express their pleasure to hostess and say "good-bye."

SECOND YEAR

Aim: To emphasize teamwork in the group; between the child's group and another group; between the school and the home

Method: The spirit of coöperation may be brought about by allowing children to help each other in the classroom or to invite another class into the room for a little play or a story; or to entertain the school in assembly. Let the children feel their relationship

to the rest of the school. Visits may be made around the school. Oral talks, songs, games, stories, dramatization, memory gems, and pictures help to emphasize the spirit of coöperation.

I. Protection and care the Home gives

A. What parents do for their children; why much work must be done
B. Love for parents and how to express it in helpfulness
C. Good times at home
D. How we help each other at home
E. What mother does when we are hurt or ill
F. What we do on stormy days

Stories and Pictures

Feeding Her Birds. Millet
Do What You Can. For the Children's Hour. Bailey and Lewis
The Big Red Apple. For the Children's Hour. Bailey and Lewis

II. Protection and care the School gives; community life of the School

A. Why we like to come to school
B. Playing "teacher" and "school"
C. Sharing class property with children of another class; bringing from home, for the children to hear, some phonograph records, or a good story; bringing food for the fish or the bird; bringing toys for the others to see

(The child will realize that there is in the classroom and the school a common life in which all the teachers and children share, and that he must be helpful and happy in his relationship.)

D. Entertaining another class in the assembly; visiting another classroom for a special lesson or to see something of special interest; playing games with the children from another class; giving a party on Hallowe'en or Christmas

E. Taking home the report card, the day's lessons, the spelling papers, the drawing, etc. The actual experiences help the child to form ideals; but appropriate stories are often useful

Stories

The Lion and the Mouse. Aesop
The Old Woman and the Pig. For the Children's Hour. —Bailey and Lewis

III. Civic virtues: Continue work of the first grade; refer to General Plan of Civic Virtues for new suggestions. Add—

A. Fair play

1. Between each child and other children; know the rules of the game. Why do we have rules? Look out for the safety of others as well as for your own. If any one is hurt in a game, all near him stop playing till you find out whether it is a "big hurt." Don't make a great fuss over any "little hurt" you may receive, don't spoil the game. Always invite new pupils to play. Always play "your best." Try to win, but if you lose try to remember to be a good sport.
2. Between the teacher and the child. Take all "big disputes" to your teacher; she is your friend, she will know what to do. The child's little trouble is big and real to him, the teacher sympathetically listens to both sides of a story before passing judgment. Let the children feel that you "understand" and that you are "fair"; this often takes much time and patience. Interest should be shown by the teacher at recess and other times in the children's play.
3. Between other persons in the school and the children
   a. How to be fair to the janitor
      Do not bring mud into the building; we must help to keep the building clean.
   b. How to be fair to the teachers
      We must keep busy and do our work well. The teacher is a friend and the best leader in work and play. The principal has an interest in every pupil and in all that goes on in our class.
4. Between the children and their pets
   Do nothing to hurt the feelings of any one; try to treat every living creature as you would like to be treated if you were that creature; be fair to all dumb animals.

Stories

Bell of Atri. Fifty Famous Stories Retold. James Baldwin

B. Promptness

1. At school
   a. In forming lines
   b. In removing wraps quickly and quietly
   c. In the bringing in of reports
   d. Clearing desks quickly

e. Passing or collecting materials promptly
f. Response to the fire alarm

Method

Healthy competition is a good thing. Let the rows compete in clearing desks. See which row can pass material quickest.

In our school, certain bells mean fire-drill. We stop work and stand immediately. We pass out quickly and very quietly, no child speaks, we must pay attention to what we are doing. We do not run, we keep close together, we try to have good lines. We return to our classroom promptly and resume our work quickly.

Stories

Dilly Dally. M. W. Prescott
Wishing Wishes. Maud Lindsay

C. Truthfulness

1. In dealing with our companions

   Distinguish between "tattling" and voicing an honest protest against dishonesty, unfairness, and cruelty. A lie is cheating. A promise must be kept.

   Truthfulness is the habit of telling the truth, the whole truth and nothing but the truth.
2. In dealing with other people in the school
3. To parents
4. Truthfulness and romancing

   The coloring of truth by a warm imagination or romancing may be harmless, but younger children are prone to exaggerate simply from a desire to push themselves forward for notice, and so arrest attention by some startling tale.

Stories

The Wolf in Sheep's Clothing
The Sick Lion and the Fox. Aesop's Fables
The Boy Who Cried Wolf
The Fox without a Tail
Coming of the King. Mrs. L. E. Richards

D. Care of property

1. Personal belongings

   Who puts the things away at home? Putting toys away carefully. Care of our clothes. "Picking up"

your things. Learn to be careful and to have a place for everything.

2. School property
   These books, pencils, desks, etc., were lent to us by the school district and we must take care of them. They cost money and we need them to help us in our work. Have frequent desk inspection. Teach what is meant by "trash" and the place for "trash."
3. Belongings of other children
   Try to find the owner of all lost articles; pick up coats or gloves that have fallen in the cloakroom. Respect another child's paper or belongings, and if lost, return them to him or put them in a safe place.

E. Safety First

1. On the street and road
   Wagons, automobiles, trolleys. Crossing the street, playing in the streets or roads, keeping away from tracks or dangerous turns in roads; coasting. Throwing hard balls. Bonfires. Carrying open umbrellas so as to obstruct vision.
2. In the school yard
   Do not jostle and push. Be careful not to throw anybody down. If an accident happens, run for a grown-up; try to help and not to hinder; keep away from crowds. Why? Be careful of sticks, ropes, skates. Think, and avoid accidents.
3. In the fire-drill
   Be prompt, be careful, know the way out. Actual dramatization and drill before the real school drill.

Methods: Have children paint in large letters and put up on wall:

TEN SAFETY RULES

1. Always go to the main street crossing.
2. Always look up and down the street before crossing.
3. Keep off the back of moving vehicles.
4. Play in safe places.
5. Roller skate on sidewalk.
6. Keep wagons, kiddie cars, skates, etc., where they belong when in use, for many accidents have been caused by stumbling over these things.
7. Keep yards free from rusty nails, broken glass, etc.

8. Coast when there is no traffic—on hills or sidewalks—never in street.
   Snow ball only with soft snow.
10. Help the little children by showing them the SAFE way.

Suggested rhyme

Goops play with pointed scissors,
Goops play with glass and knives.
They leave their playthings on the floor
And daily risk their lives.
Are YOU A Goop?

FIRE PREVENTION

Aim: To create interest and to arouse thoughtfulness

Dramatization of a Fire

1. Where will the fire be? (House, barn, woods, etc.)
2. Who will sound the alarm?
3. Who wants to be the fire engine?
4. Who would like to be a fireman? Another fireman? (Select 5 or more)
5. How shall we go to the fire?
6. What shall we use to put the fire out? (Chemicals, water) The children should be allowed to use their imagination and to act freely. Then talk about the many fires in the community every year. A list might be made on the board. Near-by fires and their causes.
   Fires are caused by (a) carelessness, (b) explosions, (c) lightning

THIRD YEAR

Aim: The aim of community civics is to help the child to know his community; not merely a lot of facts about it, but the meaning of his community life, what it does for him and what he does for it; what the community has the right to expect from him, and how he may fulfill his obligations; meanwhile cultivating in him the essential qualities and habits of good citizenship.

In this grade the course touches upon civic topics that are more concrete; therefore, two additional aims appear in the work of the third grade.

1. The child should be led to take an interest in the *people* who are working all around him. He knows about them

already. The important thing is that he shall think about these people and shall have his interest aroused.

2. The teacher should seek to develop the ideas of *service, dependence, interdependence*, and the mutual relations between those who are serving us and ourselves.

Method: This may be accomplished most successfully by means of simple stories, discussions, short talks, visits to shops, and dramatization. Allow the child to show the class what the shoemaker does. It is not necessary to take all the servants in the following list. Several may be taken as types and made real. It is important that the child realize that success in life depends on many good habits formed by these servants early in life.

I. Servants of the neighborhood

A. Servants who furnish us food

1. The baker:

He sells us rolls, bread. We go to his store or he comes to us in his wagon. When was the bread baked? When does the baker sleep? Where does he get his material for the loaf of bread? Have you ever seen bakers at work? Visit a bakery. What different kinds of bread and flour do you know about? Where does the wheat come from? Does your mother make bread or does she buy it? Ask her what her grandmother did.

2. The butcher

We go to his store or he comes to us in a wagon or an automobile. What kinds of meat does he have? Where does he get it? Where do farmers get their meat?

3. The farmer

What does he send you? Does he have many helpers? What do they do? What time do they get up in the morning? Make a list of everything that you eat that came from a farm. Could you draw a plan of a near-by farm?

4. The grocer

Make a list of things on the breakfast table that came from the grocery store. Do you like to play "grocery store"? How should the store be kept? Where

is an orderly store in your town? Why do people go there? What kind of a grocer do you like to deal with? What would happen if there were no grocery stores?

5. The iceman

Comes to your home. He is honest, cheerful, and careful. The ice is heavy, he works early in the morning, covers great distances, does hard work sometimes on holidays. Have you ever seen people cutting ice on lakes and hauling it to ice-houses? Where does your iceman get the ice?

6. The milkman

What did you have for breakfast?

Milk—bread or rolls—butter—eggs. Place on blackboard in order given and develop any one in the following way:

Milk. Who brought it to your home? Dependence.

How did he bring it?
When did he come?
How often does he come?
} Service

Where did he get the milk?
Who cares for the cow?
Perhaps you could go to a dairy
} Interdependence

Blackboard development to show dependence upon the milkman

When we drink milk	*Who drinks milk?*	*All depend on the Milkman—a servant who is*
1. Breakfast	1. Baby	
2. Lunch	2. Mother	
3. Supper	3. Father	1. Faithful
4. Sometimes after school	4. Grandparents	2. Polite
5. When we are ill	5. Brothers	3. Cleanly
	6. Sisters	4. Honest
	7. The cat	5. Obliging

In these lessons there is nothing new to teach, but much to develop. The children know many of these facts, for they happen around them every day. The aim of these lessons is to get the children to speak and to think about very familiar occurrences. Let the children talk to you about them.

B. Servants who furnish us clothing

1. The tailor

Look at your coat. Did you ever think of the many people you have to thank for that nice warm coat? Did you ever visit a tailor shop?

Do you know a tailor? Is his work easy?

Find out about your coat—the making and cutting, the weaving and spinning of the cloth, the sheep shearing.

2. The dressmaker

The dressmaker works hard. She must be very careful and patient. If you were a dressmaker and tried hard to do good work and to be prompt, how would you like to be treated in return? What are some of the things a dressmaker needs in her work? Where does she get her materials? Could you visit a silk or woolen or cotton mill?

3. The shoemaker

What do you do with worn shoes?

Is there a shoemaker's shop near your home?

Can you tell about him and his shop?

The shoemaker saves your father a great deal of money. How? Make a list of people whom you have to thank for a pair of shoes. Play "shoemaker."

4. The merchant

Where is the largest store in your town?

What is sold there? Do you like to buy there? Why? Do they deliver the goods to your home? If you carry bundles home you save work, time, and cost of delivering. It makes cloth cost to send it to your door. Some stores in your town do not deliver; are their goods cheaper?

Of course you like to play "store."

C. Servants who furnish us shelter

1. The carpenter

Have you ever watched men build a frame house? What tools do they use? Where does the carpenter get his lumber? Have you ever visited a saw-mill? How do the wild animals live? A long time ago people lived in caves which they dug in the earth,

like animals. Find out about cave dwellers. Have you seen pictures of log cabins? Find out all you can about lumbering.

2. The bricklayer

Watch the building of a brick house. Is a brick house better than a frame one? Why? Could you do the bricklayer's work? Show on the blackboard how he places the bricks. Where do you suppose he gets his bricks?

3. The stonemason

Are bricklayers, cement workers, and stonemasons more needed in the city or in the country? Watch the stonemason at work. What does he build? Find out where he gets his materials. What are his tools?

4. The painter; the plumber

Did one of these men ever come to your house? What did he do? What tools did he have? Why is a plumber so necessary? Is it necessary to paint a house often? Do you like to see newly painted fences? Could you make a list of well-kept places in your community?

D. Servants who furnish us fuel

1. The coalman; the miner

How do you heat your house? The school? How does the coal get to your house? From whom do you buy it? Tell the story of a piece of coal.

2. The woodman; the oilman

Where does the woodman get kindling and fire wood? Do you know what kind of wood it is? Where does the oilman get oil? What kind of oil is it? Is it dangerous for little children to play with? You must know how to handle it.

E. Servants who care for our health

1. The dentist; the doctor

A doctor's knowledge is valuable and expensive. The town pays one to come to our school and give us his knowledge. He examines us in order to help us. He is a kind servant to the community. He lets our parents know if we need help. He wishes us to

have the best possible ears and eyes. Can you think of some of the inconveniences and discomforts caused by poor eyes and ears? Tell some stories about doctors. Do you think doctors are heroes? Pretend you are a village doctor and tell about some of your long drives. The dentist is one of your best friends. Do you think the people of the United States would be as well as they are if they had no dentists?

2. The druggist

He studies long and hard in order to understand medicines and to fill prescriptions. On duty when others rest. Much care and intelligence needed to fill prescriptions. His store a necessity in every community.

3. The nurse

(a) Some of the ways a nurse knows to make us comfortable—the bandages, the eye-washes, care of sores, etc. Do you know any trained nurses? How long have they studied? (b) Caring for the babies—she is my mother's friend (c) Confidence in skill and kindness of the nurse.

II. Civic virtues: Continue work of first two years; look for new suggestions in General Plan of Civic Virtues and add—

A. Thoroughness

1. In school work

Each task done with care; working steadily and regularly; the habit of completing work. Children should be taught to have pride in a well-accomplished task, to feel that sense of accomplishment so gratifying to grown-ups. True self-reliance will then develop.

2. At home

When doing school work or other duties

3. In service to others

Running errands; how to carry messages. Stories about Boy Scouts and their pledges. Form a Service Club—keep a list of tasks that you consider well done.

Stories

Horse Shoe Nails. "Fifty Famous People." James Baldwin
Dust under the Rug. Maud Lindsay

B. Honesty

1. Regarding the property of others
   What should be done with articles found on the school premises? What should be done with property found in the public thoroughfares? Borrowed articles must be returned.
2. In work
   Making honest, straightforward recitations. Do not copy, nor let another person copy your work. Handing in written work well done. Trying hard to do a task well, even though it is disagreeable to you. It is dishonest to slight one's work.
3. In play: Playing fair and being honest
4. We will not deal with dishonest tradesmen. Every transaction with our fellows must be square. Men must trust one another.

Stories

Pied Piper of Hamelin
Lincoln and the Borrowed Book
Trusty Hans, a German folk-tale

C. Respect

1. For parents and older people, the lame soldier, the blind, the feeble old lady, the little child; for people in distress. It is not polite for a child to remain seated in a car while any woman or any man who is elderly or not well has to stand.
2. For those in authority
   (a) In the school (story, Sons of the Caliph), (b) in other public places: Respect for public property and for the caretakers of public property, appreciation of their work and desire to coöperate with them.
3. For other children.
4. For worthy service and occupations.

Stories

Sir Walter Raleigh
Sons of the Caliph—Fifty Famous People—James Baldwin

D. The Flag (Patriotism): Children in the Third Year should commence to think about the people of other lands. They love to hear about foreign children and countries, and care should be taken not to create prejudices by reading or talking about the "queer" foreigners and their "odd" ways. Moreover, the pupils ought to see and know about the flags

of other countries, and to see the flag of our own country floating beside the flags of other nations. This makes for a spirit of international good fellowship.

1. Flags of other countries—their colors, etc. Make a collection of foreign flags.
2. Fly a flag for every nationality represented in your room.
3. What to do for Uncle Sam: (a) his ships and sailors; where they go; (b) his servants in foreign lands.
4. Flags are signs and emblems and they all have a meaning. What our flag means, what it stands for. (a) How to carry the flag, how to display it; (b) how our flag developed; (c) have a parade, choose leaders, follow the leader. Who are leaders in your community?

PUTTING OUT A FIRE

Third year children are old enough to be trained not alone in how to prevent a fire by being careful but also in how to prevent fire spreading and getting beyond control once it has started. Added force will be given to the formal instruction by the teacher in methods of extinguishing fire, by a simple dramatizing of the instruction so given.

Dramatization

1. A fire breaks out in the home.
2. Where shall it start?
3. What has caused it?
4. Who will get the extinguisher and put the chemical on the fire?
5. Who will pour on the water?
6. Who will throw a rug over another part of the fire?

The fire is extinguished without outside help because all these things were handy to use and every one knew what to do.

FOURTH YEAR

Community civics begins with the local community because it is the neighborhood with which every young citizen comes into most intimate relations in his experience. It is easy for the child to feel a sense of personal responsibility and to be interested in his own immediate surroundings. The people who serve in this community are heroes to him.

Aim: The work should be treated so as to arouse in the children an interest in these public servants, a friendly feeling toward them, and a desire to aid them in the service they render.

Method: Visits, discussions, stories, dramatizations, pictures, charts, memory games, reports, conversations.

Servants of the Neighborhood: (Do not teach all these; omit or add to them as your type of community demands.)

Policeman	Street Cleaner	Brakeman
Fireman	Street Sprinkler	Switchman
Postman	Road Mender	Watchman
Lamplighter	Garbage Collector	Conductor
Wireman	Ash Collector	Motorman
Forester	Rubbish Collector	Engineer
Game Warden	Constable	Justice of the Peace

I. Servants of the Neighborhood

A. Policeman. He is powerful, helpful, friendly

1. The individual policeman known to the children; perhaps his name; his work and his attitude toward the children.
2. Dramatize the good traffic policeman at a busy corner. Why do people obey his uplifted hand or his whistle? Show how a policeman helps a number of people to cross the streets safely.
3. The mounted policeman, his faithful horse.
4. Could you map out his "beat" or "route"? What is a patrolman's "beat"? Does he seem to be doing much? What is he watching for?
    a. Chances to prevent accidents, theft, fire
    b. Chanes to give help where needed, to direct people, to protect property
    c. Chances to prevent or stop any sort of disorder, to help keep the roads clean

Policemen protect and help all citizens and run great risks in performing their duties. How may we help the policeman? By being courteous to him; by obeying his directions; by looking upon him as our friend; by reporting to him fallen wires, open manholes, etc.

5. Stories of brave acts by policemen

B. Fireman

1. The story of a fire—sending in the alarm, the race to the fire; how the firemen fight the fire; the rescues
2. Go to the nearest fire house and observe the engines; how the alarm is sent in; what takes place when an alarm is sounded
3. What to do if a fire starts; if your own clothing is on fire; if another's

4. Where is your nearest fire alarm box? How is the alarm sent in? Remain at box to direct firemen
5. Location of fire escapes on the school building—on other people's buildings; necessity for keeping fire escapes clear, doors unlocked, exits marked, doors opening outward
6. Prevention of fires—Care in building and extinguishing camp fires; care in use of matches; the danger of playing with fire; be sure all sparks are out when cigars, cigarettes, matches are thrown away. Keep yourselves and younger children away from gas jets, stoves, ranges, heaters, lamps, bonfires, fireworks
7. How to help the Fireman
   a. The telephone is one of the quickest means of sending in an alarm
   b. Call the operator and tell her where the fire is, giving the street and number
   c. Know the alarm box nearest your house and how to use it
   d. Stay on the side walk when engines go by. Do not hinder work of firemen by crowding
   e. Know where exits in halls and public buildings are
   f. Use fireproof metal cans for waste
8. What fire meant to primitive man

C. Postman

1. The story of a letter in colonial times
2. The adventure of a letter today
   a. In the country, rural free delivery, postman, the post office, the mail train
   b. In the city, the mail tubes, the large post offices, the railroad stations
   c. Inside the mail cars, small post offices lined with letter racks, piled with mail pouches; the duty of the mail clerk
3. The postage stamps
4. The postman; the rural letter carrier
   a. What he does for us. How often is mail collected from your nearest box?
   b. The many people he serves
   c. The miles he must walk or ride in all kinds of weather, his bag, the care he must take of the mail
   d. The meaning of the uniform he wears, the many other postman everywhere all wearing the same uniform

5. The Government postal regulations—how to help the postman
   a. How to send a letter; writing the address clearly; placing the stamp properly; forwarding letters
   b. How to send money or packages
   c. The hours of closing mails; postal savings; legal holidays; lost letters
6. Can you tell something of mail service by airplane? The children delight in playing postman and having a play post-box or booth in the classroom; they become interested in the exchange of letters, especially valentines.

D. The street cleaner; the street sweeper; the street sprinkler

1. When does he work? What are his tools? Does he wear a uniform? How does he serve the home? Did you ever see a street cleaners' parade in a city?
2. Sweeping the pavement, keeping gutters clean, shoveling snow
3. Clean streets make a healthful, beautiful town. What can you do to keep the streets clean? Should you sweep the rubbish into the streets? Why? Collect pictures of clean streets and roads; of dirty ones; tell how to improve them

E. The men who repair streets; who mend roads

1. Following the steam-roller; what does it do?
2. The men who build roads help
   a. the farmers to carry their produce into the markets
   b. the postman to deliver his letters
   c. the boy or girl to go to school, to the movies, to the stores
   d. the people to go to work
   e. the automobile trucks to bring your necessary things

F. The lamplighter: His service to you, to travelers by night

G. The wireman; the brakeman; the switchman; the watchman; the conductor; the motorman; the engineer; the constable; the justice of the peace; the game warden. Select those servants who come into the experience of the child and interest him. Study your own community and omit or add to the list as the type of community demands.

H. The garbage collector; the ash collector; the rubbish collector

How often do ash and rubbish collectors come to your house?
What is done with the ashes?
What is done with the rubbish? If every family has to dispose of its own ashes and rubbish, what do they do? Every city should be proud of these helpful public servants.
What is done with the garbage?
What is a garbage disposal plant?
How the garbage man protects the health of the community
How to keep your neighborhood clean

1. Keep all rubbish in tight receptacles or tie it into bundles
2. Put dirt, ashes, and household waste into rubbish receptacles or tie them into bundles to be taken up by the collector; if there is no collector, burn them. Don't throw them into the street
3. Use metal receptacles for ashes. Leave a little space at the top of the can so that the wind will not scatter the rubbish or ashes
4. Keep garbage cans covered

II. Civic Virtues: Continue the work of the first three grades; look in The General Plan of Civic Virtues for new suggestions and add

A. Courage

1. Physical courage

   Physical courage is bravery but not recklessness or foolhardiness. Courage comes from the heart. Tell the story of Richard I, nicknamed "the lion-hearted." Make a class scrap-book of "Brave Deeds"

2. Moral courage
   a. In telling the truth without compromise, "owning up" to cause of a mishap, daring to do what is right
   b. In honest dealings; doing right without fear of ridicule or punishment

Stories; Fables

The Stag and the Faun
The Hare and the Storm
American Book of Golden Deeds—James Baldwin
Grace Darling
Lydia Darrah

B. Self-control

1. At home, in little things; in great things. Sometimes we need self-control in eating, in prompt obedience, when reprimanded
2. In school, when obeying instructions; doing the unpleasant task
3. At play, when disappointed in the results of a game or a contest

Stories

Knights of the Silver Shield. Alden, R. M.
The King and His Hawk. Fifty Famous Stories Retold. James Baldwin.
Dolly's Lesson. Susan Coolidge.

C. Thrift

1. Care in use of paper, pencils, books, and other materials
2. Economical expenditure of money; the wise use of money
   Cheaper to buy sugar and make candy than to buy it. Why? Good overshoes are cheaper than those which cost less because they will wear longer and keep your feet dry. Why? Cheaper to buy a good bicycle than a poor one.
3. The saving of money
   Look at design which the United States Mint stamps on our coins. They mean something to our country.
   Difference between hoarding and saving
   Story of King Midas
4. The saving of time
   Always be prompt, and thus save other people's time; but do not risk life and limb to save time, for that is waste
5. Saving food
   There is a great amount of good food thrown away. Save for your country at meal time. Learn what to eat and what to cook. Do not waste any of the school lunch

Stories of Thrift for Young Americans. Pritchard, M. T. and Turkington, G. A.

D. Perseverance

1. In doing the right in work and in play, at home and at school
2. Perseverance needed by our servants? Distinguish between "trying" and "persevering" and show persevering

to be a fixed determination to succeed. Perseverance is a combination of Patience, Determination, and Industry.

Stories

The Crow and the Pitcher
The Hare and the Tortoise
Bruce and the Spider
Columbus
Helen Keller
How Napoleon Crossed the Alps

E. Sense of personal responsibility
   1. For rights of others
   2. For condition of textbooks, school building, etc.
   3. For orderliness and cleanliness of public buildings
   4. For proper use of public property

F. The Flag (Americanism)
   1. What patriotism means
   2. What civic duty requires
      a. No trespassing
      b. Care for public and private property
      c. Careful and thoughtful behavior
   3. The flag stands for freedom, democracy, government; it stands for courage, chivalry, generosity, and honor. Discuss the meaning implied; urge the children to feel dignity due the flag
   4. How to display the flag; the pledge
   5. The Red Cross Flag and what it stands for
      a. The Red Cross in War: Florence Nightingale; Clara Barton
      b. The Red Cross in Peace
      c. The Junior Red Cross

G. Self-control
   1. As preparation for the lesson have this memory gem on the board and read it to the children
      Help the weak, if you are strong.
      Love the old, if you are young;
      Own a fault if you are wrong;
      If you are angry, hold your tongue.
   2. It is sometimes hard to do this; listen to a story about a man who did the right thing even though it was hard. Story of the Knights of the Silver Shield told by the teacher

3. Dramatization of the story
4. Discussion of the play, bringing out the following points
   a. Much harder to guard gate than to go to the fight
   b. Tempted several times
   c. What might have happened if he had not guarded the gate
   d. He gained the greatest victory of all
   e. He gained it over himself
   f. Was the Knight glad he had kept his promise?

THE TEN DON'TS

Aim: To make the pupils realize that they can really help to prevent many fires. Some or all of the following may be placed on the board for discussion:

1. *Don't* play with matches or leave them where small children may find them and set fire to themselves and their homes.
2. *Don't* build bonfires.
3. *Don't* fill a lamp or oil stove when lighted, for there is danger that it will explode and cause fire and injury.
4. *Don't,* if your clothing catches on fire, run and fan the flames; but stop, drench them with water, or smother them with a woolen rug or curtain.
5. *Don't* keep gasoline indoors, don't uncover it anywhere near a flame, for it is more dangerous than dynamite.
6. *Don't* use kerosene to light a fire in the kitchen stove or elsewhere, for many have been burned to death by doing so.
7. *Don't* throw water upon a grease or oil fire, but smother it with sand, earth, salt, soda, or a chemical extinguisher.
8. *Don't* forget to disconnect an electric flat-iron or electric cooking utensil when leaving it for even a moment, for thousands of fires have been caused in this way.
9. *Don't* have lighted candles, cotton snow, or other inflammable ornaments upon Christmas trees, for they burn many homes.
10. *Don't* fail to remind people who smoke that it is dangerous to throw away lighted cigarettes and cigars, for these cause the greatest number of fires.

Many children will want to tell about happenings or personal experiences in their town or city, of some child who played with matches and was burned, etc. Talk over such happenings with them, for the more personal items brought into the lesson the more intensified and lasting the impression.

THE TEN DON'TS DRAMATIZED

THE FIRE DRILL

In our school, certain bells mean fire drill. We stop work and stand immediately. We pass out quickly and very quietly; no child speaks; we must pay attention to what we are doing. We do not run; we keep close together; we try to have good lines. We return to our classroom promptly and resume our work quickly. The fire drill should be dramatized before the real school drill.

1. I have been playing with matches and my dress is afire. Who will tell me what to do?
2. Here's an oil stove (draw a rough picture of a stove on the board); and here are the flames (teacher draws them). Who will put out this fire with the right thing?
3. Here is a lighted lamp; a child fills it. What is likely to happen?
4. Here is a stove with a fire in it, and here is some gasoline; the child is uncovering the gasoline. What is almost sure to happen?
5. I am making a fire; I shall put some kerosene on the fire; I have burned myself. What shall I do?
6. Here is a boy starting a bonfire. Who will make up a little story? What happens? Some one go on with story.
7. A table with a lighted lamp on it has been accidentally overturned. What is the result? What is to be done about it?
8. I am a mother; I am ironing; the baker rings the bell; I stop ironing and run to the door. What happens? Who wants to make up a story about the iron?
9. Here is a lovely Christmas tree. Let's put on some lighted candles, some electric bulbs, and some snow. O how beautiful! But it is a sad story, little folks. The candles burned the tree, the tree burned the wood in the room, the flames spread and now I have no home in which to live.

10. A hunter walks into the woods smoking a cigarette; he throws away a lighted end which falls among the dead leaves and pine needles. What happens? Ask a number what they think happens. Impress on the children the years it took those splendid trees that were burned to grow so tall. Have them realize that a great number of forest fires are caused each year by these burning ends of cigars and cigarettes.

FIFTH YEAR

In this grade the outside community enters more largely into the pupil's experience, and it should be interpreted to him in terms of wider human relationships.

There should be a study of the ways in which the homes of the village, town, or city are brought supplies and are connected with one another and with the outside world.

Aim: The principal object is to have the child thinking about matters of a civic nature and to arouse in him a civic pride in his neighborhood.

Method: The work should consist of conversations, visits, reports by the children of observations, stories, investigations of topics assigned by the teacher, and discussions.

I. Our neighborhood

A. Growth of the town

B. Services rendered by the following

1. Schools
   a. Interesting facts about our school
   b. The number of children in the school; what the school is doing for its boys and girls
      Do you have a playground? A school garden?
   d. Near-by schools, higher schools
   e. Loyalty to the school: responsibility for caring for it; talks about the old-fashioned school

2. Libraries
   a. Where the library nearest to the school is found
   b. A visit to the library; how to become a member
   c. How to find the books we want; how to help the librarian
   d. Care of books borrowed from a library

e. The idea of ownership in the public library
f. Starting a school library

3. The State House; the Court House
   a. The service rendered by each
   b. A visit to each if possible

4. The Post Office
   A visit to the post office; what we see there; the sorting, stamping, etc.

5. Hospitals, churches, community centers; other buildings or places of interest in the neighborhood: how to reach them; how to direct strangers to them; some idea of the service rendered there

6. Roads; streets
   a. The most important street in your town; find out where it begins; where it ends
   b. Find out how the street started when your town was first settled; was it a cow path? a road along a river? an Indian trail? a trail through the woods? a path to a farm or a mill?
   c. The materials of which the roads are made
   d. The lighting; the car lines; the pipes and wires
   e. The important buildings
   f. What your town department does to keep roads clean and safe
   g. Rules of the road for pedestrians, autoists, bicyclists; what is meant by "right of way"
   a. How a town may be made beautiful; how trees beautify the town; how we may protect the trees
   b. Need for open-air spaces in crowded communities; pictures of well-planned towns
   c. Tell what your community is doing to give the people places for recreation
   d. Why are public playgrounds necessary?

8. Water
   a. The house supply
      Places in our houses where we can get water—the kitchen, the bathroom, etc; the inconvenience or even suffering which might be caused by our supply of water being shut off
   b. Uses to which water is put
      In our houses—drinking, washing, cooking, etc.
      In large buildings—manufacturing; the water tank

In the streets—street sprinkling, street cleaning, fire-fighting; the high pressure system

c. How the water is brought into our houses
Trace the water back in the pipes to the service pipe which supplies the house, and thence to the street main; the large number of houses supplied with water from this one main; the great mains which supply the smaller ones

d. Where the water comes from
The story of a visit to the water works; the sources from which the water is obtained; the great pumps which force the water into the reservoirs; how the reservoirs distribute the water through all the mains and pipes

e. How the water is made clean and pure
The story of a visit to a filtration plant; what happens to the water; the people who live along rivers should be careful not to allow filth to drain into them

f. Where the waste water goes

g. How the people in Colonial days got their water
The river, the stream, the well, the pump, the old wooden water pipes; the inconveniences which people had to endure; the present-day conditions in rural districts

h. How important the water supply is to every one

i. How the men who are employed in the water works serve all the people. Story of a visit to a water works

j. Our duty in regard to the water supply
The great value of water to us all; the cost of furnishing so much water; ways in which water is wasted; ways in which this waste may be prevented; the water meter

k. Make a map in sand or clay showing where your pure water comes from

9. Gas

a. The house supply
Places in our houses where we have gas; the uses to which we put gas in our houses—lighting, heating, cooking, etc.; comparison with methods used in Colonial days in doing these various things

b. How the gas is brought into our houses
Trace the gas pipes through the walls of the house to the cellar; the gas meter—how to read it; the

network of pipes under our city streets; the gas mains; comparison with water supply

c. Where the gas comes from
The story of a visit to the gas works; how the gas is made—story told very simply if children are interested; how the gas is stored in great tanks and forced to all parts of the town

d. How the people who manufacture gas or aid in its distribution serve all the people
How their faithfulness makes it possible for us to have gas to use at all times

e. Care in the use of gas especially in the stove oven; the danger of explosion from gas; danger of gas flame near open window; the slot meter—care in its use

10. Electricity

a. The story of Franklin and his kite

b. How electricity is carried
Comparison of telephone wires, electric light wires, etc., with gas pipes and water pipes; precautions taken in wiring buildings—insulation, inspection; explain terms "conductor" and "non-conductor"—examples

c. Uses to which electricity is put
Lighting buildings and streets; carrying messages—telephone, telegraph, and wireless; driving street cars, trains, machinery; domestic purposes

d. Where electricity comes from
Story of a visit to a power house

e. Services rendered by the men who manufacture and aid in the distribution of electricity. Story of the hardships and perils of the linemen, particularly in time of storm

f. Danger of touching fallen wires in street; danger of connecting with overhead charged wires

11. The Telephone

a. Story of the invention of the telephone

b. School telephone discussed; its usefulness

c. How messages are carried over telephone wires; the network of telephone wires

d. Story of a visit to a telephone exchange
The operators—how busy they are kept; their faithfulness—how they are always ready to answer our

call; how operators transmit fire and burglar alarms

e. How we may help those who are rendering us this service. Correct method of using the telephone

12. Police Protection: Develop from fourth-year course

13. Fire Protection: Develop from fourth-year course

14. Means of Communication with nearby localities
    a. The electric car lines; the street cars; the trains
    b. The street car systems
        (1) Convenience
        (2) Necessity to life and business
        (3) Money and labor required
        (4) Coöperation of the company, the employees, and the public—that is, ourselves
    c. How to decrease number of accidents when traveling; safety devices in use on cars
    d. Practice of courteous behavior; willingness to obey regulations of the companies

II. Civic virtues: Continue the work of the first four years; look in General Plan of Civic Virtues for suggestions and add

A. Helpful Initiative
    1. Having ability to direct our work or play; our own thought of what we have to do is usually better than waiting for the advice of others
    2. When to lead, when to hold back; being a leader in a spirit of helpfulness and service to others
    3. Taking a keen interest in activities of the schoolroom
    4. Leading in carrying out worth-while suggestions

Stories

From the lives of Abraham Lincoln, Stephen Girard, Jacob A. Riis, and others

B. Self-reliance
    1. Relate the fable of "Hercules and the Cart-driver"; remember Hercules' advice, "Put your own shoulder to the wheel"
    2. Develop idea of "Confidence," as in swimming; contrast two boys, "I can't" and "I can," the one who leans, the one who stands; the one who follows, the one who leads
    3. Self-reliance at home
    Getting up without being called; caring for your own pets; waiting on yourself and others

Stories

Fable—The Lark and the Farmer
Hercules and the Cart-driver
"Good Advice." Laura E. Richards

C. The Flag (Americanism)

1. How to live for one's country; it involves three things
   a. Good government—service by the leaders
   b. Good citizens—service by the people
   c. Good community—coöperation of the people and leaders
2. Discuss the meaning of patriotism, liberty, Americanism, etc.
3. The Red Cross and the Junior Red Cross—their work
4. Conservation of food, clothing, natural resources—why?
5. Do countries abroad need our assistance? Can we help them?
6. America needs educated citizens
   a. Are there night schools in your town? Who attends them? Why? What part do these schools play in your community?
   b. After the war many districts had "Back-to-the-School" Drives. Was this necessary? Why? (This may require some explanation from the teacher)

TYPE LESSON—THE PUBLIC LIBRARY

Aim: To arouse an appreciation of the services rendered by the public librarian and to urge the children to use the public library

The Approach

1. Every man is a king with a host of servants (milkman, iceman, baker, paperman, grocer, cobbler, butcher, motorman and conductor, policeman, etc.)	Review
2. Men and women who work to serve the community are called public servants—policeman, fireman, public school teacher, postman, the mayor, councilman, magistrate, ash collector, street cleaner, garbage collector, rubbish collector, etc.	Explanatory; Socratic; and board outline
3. The librarian as a public servant	Introductory remarks by teacher

Story of Magician and Giants

1. Outline of story — Told by teacher

A stranger told a magician of a far country in which lived good giants, who could do wonderful things, and the magician resolved to become their master.

Arriving at the giant-land, the magician invited all of the giants to a party in his cave.

When the first giant came, the magician asked him, "What wonderful thing can you do?"

"I know the names of all the animals in the world and can describe each of them."

"Very good," said the magician, and he waved his magician's wand, crying, "Abacadabra! Grow smaller! Grow smaller!"

The giant diminished in size; the magician seized him, put him into a bottle which he labeled "animals," and placed the bottle on a shelf.

Similar treatment was accorded the giants who could cure the sick, tell interesting stories, dig holes through high mountains, build large buildings, speak many languages, etc.

When all the giants were bottled and labeled, the magician carried them home.

Desiring to know anything, the magician would uncork the proper bottle, make

the giant larger with his magic wand and word, ask the needed question, receive the correct answer from the giant, make him smaller, and put him back again into the bottle.

As a result the magician became famous for his knowledge and power.

When this magician died he passed the secret on to others, and now there are thousands of these magicians with their bottled giants. Who are these magicians? What are their bottles? Where can we find them?

2. Books as servants	Question and answer
a. Where is the nearest library to this school?	
b. How to go there	
c. How to become a member	Explanatory
d. How to find the books we want	
e. How we may help the librarian	Question and answer
f. The care of books borrowed from the library	
g. The idea of ownership in the public library	

CHILDREN'S BOOKS

1. Application blanks	Filled in by children
2. List of books	Copied by children
Aladdin	Arabian Nights
Ali Baba	Arabian Nights
Sinbad the Sailor	Arabian Nights
The Louisa Alcott Reader	Louisa M. Alcott
Fifty Famous Stories Retold	James Baldwin
Fairy Tales from the Far North	Bjornstjerne Bjornson
Little Lord Fauntleroy	Frances Hodgson Burnett
Under the Reign of the Coyote	Katherine Chandler
Household Stories	The Brothers Grimm
Kipling Reader for Elementary Grades	Rudyard Kipling
Tales of Romance	Andrew Lang
Silesian Folk Tales	Lee and Corey
Secrets of the Woods	William J. Long
Pinocchio, The Story of a Puppet	Carlo Lorenzini
Twilight Stories	Minna B. Noyes
Among the Night People	Clara Dillingham Pierson
Fairy Tales	William James Rolfe
Swiss Family Robinson	Johann David Wyss
The Louisa Alcott Story Book	Louisa M. Alcott
Story of the Golden Age	James Baldwin
Sara Crewe	Frances Hodgson Burnett
In the Days of Giants	Abbi Farwell Brown
Granny's Wonderful Chair	Frances Browne

Alice's Adventures in Wonderland	Lewis Carroll
Pinocchio in Africa	E. Cherubini
Viking Tales	Jennie Hall
Just So Stories	Rudyard Kipling
Adventures of Nils	Selma O. L. Lagerlof
Wilderness Ways	William J. Long
Among the Forest People	Clara Dillingham Pierson
The King of the Golden River	John Ruskin
Wilderness Babies	Julia Augusta Schwartz
Moni, The Goat Boy	Johanna Spyri

3. This lesson to be effective should be followed by a visit to the library and a discussion of the visit. From time to time the teacher should examine the cards of the pupils to see if the work has really resulted in the use of the library by the children. Brief conversation on the books that the children are reading and helpful suggestions concerning books worth while are necessary throughout the term to beget the "going-to-the-library habit."

A FIRE IN THE WOODS.

Aim: To demonstrate the damage done by a carelessly extinguished camp fire

Development

1. Boys go fishing in the woods
   a. Have great sport
   b. Get hungry
2. Build a fire to roast potatoes
   a. Select a place surrounded by dry brush and leaves
   b. Get a roaring fire
   c. Wind carries sparks into dry leaves
   d. Boys do not notice
3. Dinner over
   a. Boys kick embers about to extinguish the fire
   b. One ember, unnoticed, lights in dry brush
4. Boys fish awhile longer and then leave for home
5. Later, towards evening, a forest fire rages

Conclusions

1. Many dollars' worth of timber burned
2. Game driven away or destroyed
3. Water course dried up
4. Land made barren and unproductive

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SIXTH YEAR

ORGANIZED SERVICE THROUGH VOCATIONS.

I. General Statement of Aims and Objectives

"All Work—Even Cotton-Spinning—is noble."—*Carlyle.*

Introduction. In the sixth grade the work begins to assume a breadth and intensity that have not hitherto been possible. It is important that each teacher shall see clearly that there is continuity in the entire course, and that each grade builds upon what has preceded. It is urged, therefore, that the sixth-grade teacher shall first study carefully the course of study for the preceding grades before proceeding with the work given for this grade. The Outline shows clearly the coherence of the work for all grades. Obviously during the first year or two that the course is used the children of the sixth grade will have had little or none of the preliminary training and experience comprehended in the work of the first five grades. It will be necessary, therefore, that each sixth grade teacher shall lay her foundation before proceeding with her own distinctive work.

The work of the earlier grades has aimed to cultivate the virtues which make possible happy, harmonious group-action. These virtues were found to be the same in all human relations, from the games and work of the playground and schoolroom to the relations of the home and the community. All of us are interdependent and our relations one with another are made happiest when we all practice these fundamental virtues; for in this way only can community co-operation be made possible.

In the beginning, however, community coöperation has had to do only with individuals, and the practice of the basic virtues has applied only to the relations between individuals. In the sixth grade it should be developed how individuals find that by combining they

can carry on their functions better. Thus the milkman becomes the milk company, reaching out into the farms for better collection, transportation, and distribution of this important food product; the baker becomes the baking company; the cobbler becomes the shoe-manufacturing company.

Organization for Service. Organization for service, therefore, becomes the central thought for Grade Six. Not the skeleton of organization, it should be remembered, but the purpose, the advantages, and the logical necessity. And in it all, emphasis should be laid upon *organization for better service,* and upon the *people who render the service,* rather than upon the material through which it is rendered. And this is the period when boys and girls need to think about the kind of organized service they will render; that is, their vocation.

Doing the World's Work. The various industrial, commercial, agricultural, public service, and professional activities can be studied as an introduction to this important phase of community life. This should be done from three standpoints: first, the service rendered by the activity to the local community through opportunities for employment, better transportation facilities, marketing the community's native products, etc.; second, the service rendered by the local community to some need of other communities, or in transforming and marketing their native products; and, third, the opportunities for individual service that are offered by the activity through various vocations. With these in mind the industries, for example, should be studied, not as to detailed processes of manufacture, but as to sources and methods of obtaining raw materials: destination and method of distributing finished products; how people of the local community can serve people of other communities through the industry; what vocational opportunities the industry affords, and what qualifications people need to fill them properly.

The fundamental purpose in this work should be to get the boys and girls to realize that the world's work is important and complicated, that it can be done effectively only by organized coöperation, and that they must prepare to take their part in doing it.

This civics work must, of course, be closely correlated with the work in geography. Indeed, geography and civics can well be organized around the same problems, and the work in geography motivated through the work in industrial and commercial interdependence. From the standpoint of civics the vital problem is to bring out clearly the value of organized coöperation. Each community should begin with the study of its own peculiar and special activities. Rural communities might thus begin with food products, industrial communities with the chief or typical industry, communities in large

centers with the industries of special interest to the children of the class on account of their knowledge of or dependence upon them. Dependence of the local community upon other communities will naturally follow.

Eliminating Friction. From this study will appear the triangle of industrial relationships, namely, the employer, the employed, and the general public. No business enterprise can be operated without involving the interests of all three. The employer of labor owes certain obligations not only to his employees, but also to the public whose support and patronage he hopes to obtain or for whom his enterprise renders some needed service; the employees owe certain obligations to the employer, and also to the public whose support is necessary to make the enterprise possible or whose welfare is dependent upon the service rendered by those employed; the public owes certain obligations to both employers and employees to guarantee justice and fair dealing to all and to insure the continuance of the service that may be necessary to the public welfare.

A serious problem here will be met in the conflict of labor and capital. Because of the immaturity of the children much time may be fruitlessly spent in the discussion of questions that might better be left until later grades; and teachers will need to be unusually discreet and tactful in dealing with the questions that will arise. It is possible, however, to show in a general way how the practice of the basic virtues already studied, when applied to this triangle of industrial relationships, really makes for harmonious group-action; and thus to avoid the danger of entering too deeply into the discussion of labor problems with sixth grade children.

Playing the Game. Conflicting interests will, however, become apparent, and the children should be led to see the need of some power to harmonize the desires and to regulate the actions of all, so that the common welfare may be promoted. It should be emphasized that the law is not an arbitrary, external power, but the common agreement of the people as to the best way to promote community welfare. Obedience to law becomes necessary in order to guarantee the rights of all; that is, all must be good sports and play the game according to the rules. Sixth-grade children are at the age when they are becoming interested in organized sports, and the idea of life as a game and of laws as the rules of the game can be made vivid and vital to them. Teamwork is essential to success in life as in the game.

It should always be emphasized that the purpose of the officers is better to carry out the rules and regulations which the people themselves have agreed are necessary in order to promote the common good. Misunderstanding and differences are sure to arise, even

among honest citizens, and disputes will follow. From this will come the functions of the judicial branch of government—to interpret the laws, to decide upon questions in dispute, and to impose penalties where necessary and just.

All of this is to be very elementary in character and designed merely as an introduction. The detail of governmental machinery is not necessary; what is important is to develop on the part of the children the right attitude toward law and toward the officials whose duty it is to enforce the law. It is far more important that children have a sympathetic attitude toward an official and an appreciation of his duties and responsibilities than to know his name and his salary. The more intensive study of government should be delayed until the junior and senior high school periods.

This will lead, in later grades, from the study of a vocation as a factor in community service to the study of community life in general. Many interests conflict which do not arise from the vocational life of the community, and which will require control and regulation. But it must be made evident in all grades that the function of government—local, state, and national—is to see that everybody gets fair play.

Individual Responsibility. In this connection emphasis should be laid again upon the fact that citizenship is not something to come. Every child is a citizen from the moment of his birth. Consequently, every child is in a measure responsible for the welfare of his community. And better than waiting for the enactment and enforcement of law to regulate community life is the application of the golden rule to all human relations by each individual. Good citizenship, however, must be active, not passive; and every child should come to appreciate that he or she must have a very definite part in community life. Therefore, at least three months should be devoted to Sec. IV of this Outline, The Citizen at Work in His Community.

All work in Civics, to attain its highest value for the children, must have immediate interest and importance for them. This is especially true in the sixth grade. Deplore it as we may, experience shows that a large percentage of the children do not go beyond this grade of school. Here should be emphasized, therefore, the twofold responsibility of each citizen—to do some worthy work and to become fitted to render the best service in whatever work he may choose. Every effort should be made to persuade children and parents that civic duty, as well as civic advantage, requires thorough education and training.

Procedure. The subject matter treated should always rise out of the experiences of the children. There can, therefore, be no uniform list of topics. Topics and methods of treatment will be suggest-

ed, and an order of topics will be given; but the application must be left to the teacher to determine from local conditions of time and place. What may suit one community will probably suit no other in exactly the same way. The purpose of the teacher should be to help the children enlarge and interpret their own experiences, and to cultivate a wholesome and appreciative attitude toward law and order, and toward all who are engaged in honest work.

Summary. To summarize briefly, then, the aims of the course in the sixth grade should be to lead the children

1. To regard the law-abiding citizen as one who plays the game according to the rules.
2. To appreciate the importance of the world's work and the necessity that all must share in doing it and must work together.
3. To realize the responsibility resting upon them to choose the vocations in which they can render the best service, and to acquire as much education as possible in order that they may do their chosen work well.

II. Suggestions as to Method

A. Approach. The communities of the State fall naturally into four groups, as determined by the chief business interests: manufacturing, mining, agricultural, residential. Of course, communities may have more than one of the above interests, but one or another is likely to predominate.

In approaching the specific work of the sixth grade there should first be made a brief study of the service rendered in the community by individuals such as the doctor, nurse, fruit seller, small grocer, and the like. Are they wholly independent? Where do they get materials needed in their work? How is the work of each helped by the work of others? Advantages of the large business.

How does the practice of the civic virtues help in promoting coöperation?

Children should be given opportunity to report what business enterprises are important to the support of their homes. Where do members of the family work? What would be the effect upon this community if any or all of these activities were to stop? What would be the effect on other communities? A recent fire or shutdown may give special point to these questions.

It is obviously impossible to detail the procedure with every activity for every community. Out of the discussion of the children the teacher should select the activity of special interest or importance to them, and proceed somewhat on the order shown in the following type studies. Rural teachers will need to take the agricultural activities outlined under B.

B. Study of Particular Activities. Most manufacturing activities will fit into a common scheme. They involve the transformation of raw materials brought from elsewhere into usable products to satisfy some human need.

The only essential difference between the mining activities and the manufacturing activities is that the former produce raw materials or fuel to be used by some other community, and the latter take these materials from the mining communities and utilize them. The same general plan can be followed for either manufacturing or mining.

Type Study—The Iron Industry

1. Securing information

Have children name things that people need which are produced by the industry, such as bridges, buildings, railroads, cars, ships, etc. Getting this information by the children from their parents will stimulate interest of parents in the school. Sometimes an arrangement can be made for a committee of children to interview officials and secure this and other information, to be reported back to the class. Such a committee could be elected by the class, or a joint committee from several classes of the same grade could be formed. If an appointment is made and children are posted with specific questions, officials will be glad to give interviews or to delegate someone to give such information as can be given.

2. What raw materials are needed

3. Where raw materials come from
   a. Some are probably found locally; why the industry was established in the present location.
   b. Some must be brought from outside
      In tracing sources of raw materials the work should be correlated with geography to find locations, trace routes, etc. Community interdependence and coöperation should be emphasized.

4. General process of manufacture for the purpose of showing what men do in the industry and the conditions under which they work. Emphasize the people more than the processes.
   a. Investigations and reports by the children
   b. Talks by people engaged in the industry
   c. Pictures illustrating processes
   d. Different types of activities or vocations represented

5. Distribution of the products
   a. Reports by children of places to which products go
   b. Location on maps and tracing of routes and methods of travel
   c. People employed in other communities by the industry, as builders, managers

6. Service rendered by the industry to the local community
   a. Opportunities for employment; number and ages of people employed in various vocations
   b. Improvement of transportation facilities, mail service
   c. Increased business opportunities
   d. Better schools, homes, churches

7. Service rendered by the industry to other communities
   a. Supplying something that cannot be made in the other communities
   b. Transforming native products of other communities
   c. Satisfying people's needs through the industry

8. Conditions under which men work

   The purpose here should be to bring out the element of sacrifice in service. Show how many men and women must encounter danger and endure hardship in order that the necessary work may be done
   a. Favorable conditions for work
   b. Dangerous and harmful conditions and processes
   c. Duty of employers to safeguard workers
   d. Heroes of industry
   e. Emergency and First Aid Corps among the workers

9. Triangle of industrial relationships

   In all of these relationships the children should be led to appreciate how the constant application of the civic virtues already emphasized will promote happy, harmonious group-action, and how differences usually arise because some of these virtues have not been practiced
   a. The employer and the employed; a study should be made of what employers have done to safeguard the health and welfare of workers; need of continuous employment; fair wages
   b. The employer and the public; public health and safety; reduction of smoke and noise; coöperation of employers and public; quality of the product
   c. The employed and the employer; responsibility of the employed in maintaining quality of product; "soldiering" and fair play; care of employer's property

d. The employed and the public; dependence of the public upon the industry; dangers of idleness; effect upon other business; law and order

e. The public and the employer; protection of property; sanitation; good roads; favorable conditions to attract and keep good workmen; price regulations

f. The public and the employed; laws to protect workmen; compensation and pension laws; health regulations; good homes, schools, churches, parks

10. Function of public officials

a. Why they are necessary; suggest fair play in the game

b. How they are chosen

Emphasis should be laid on the fact that they are representatives chosen by some of the people for all the people, including the children. This should not involve a detailed or extended study of "civil government." It is sufficient to know definitely how the people choose officials. Election day will probably be enough to impress this fact.

c. How the community is organized for promoting public interests

d. Coöperating with public officials

The fundamental purpose in the above should be to lead the children to understand that public officials are servants of the people, chosen by them for very specific purposes; that these public officials can properly do their work only when the people coöperate, and that the children are an integral part of the people, although the privilege of helping to choose public officials is withheld until they are older.

11. How people organize to help one another—organized coöperation. This may be of the nature of a summary and review of all the coöperative activity noted above.

Type Study—Agricultural Activities

1. Securing information

This study should begin as before with a discussion of the service rendered by individuals, as doctor, nurse, etc. Are these individuals resident or non-resident? Then will follow a study of what the people of the homes represented in the class do for a living. Evidently in a rural community agricultural activities will stand out most prominently. What are these activities? As in the earlier type study, children can bring information from parents or a committee can be delegated to visit some large, successful farmer in the neighborhood to secure the information

and report. Such committees should be definitely posted with questions to be asked

2. What the farmers produce that people need
   a. Food products; grain; cattle; dairy products
   b. Clothing; wool
   c. Other products

3. Service rendered by the farmers to other communities
   a. Local markets; near-by towns and cities
   b. Distant markets
   c. Methods of shipment; the steps necessary to preserve the food for distance shipping
   d. Routes of travel and location of markets
   e. Dependence of towns and cities upon the farmers
   f. Farm help from towns and cities
   g. Value and importance of coöperation

4. Service rendered by other communities to the farmers
   a. Food and clothing—productions of other farms or other climates, as well as manufactured articles of food
   b. Farm implements; building and fertilizing materials
   c. Communities that furnish and that manufacture these needed materials
   d. Dependence of farmers upon towns and cities
   e. Country boys and girls working in towns and cities
   f. Value and importance of coöperation

5. Conditions under which men work
   a. Advantages of farm life and labor
      (The teacher should list the advantages of country life and work over city life and work.)
   b. Unfavorable conditions in farm life
   c. How they can be made better
   d. Disadvantages of city work for country boys and girls
   e. Why boys and girls should work on the farm; coöperative service
   f. How to make rural life attractive

6. The triangle of relationships

   Here also the children should be led to see how the constant application of the civic virtues is necessary to happy, harmonious group-action; and how differences and difficulties arise because some of these have not been practiced
   a. The farmer and his help—reasonable hours and pay; safeguarding health; good homes
   b. The farmer and the public—importance of maximum production; quality of product

c. The help and the farmer—importance of faithful service; difficulties of farming conditions, such as weather, and need of reasonableness on the part of help; care of farm property
d. The help and the public—need of maximum production, and conservation of food
e. The public and the farmer—need of good roads, good laws, reasonable prices for products, good schools, and other good conditions that will encourage young people to stay on the farm
f. The public and the help—need of conditions that will promote the welfare and happiness of workers in the country; good schools, churches, roads, transportation facilities

7. This triangle might also take the form of the interrelations of urban and rural communities and the general public

8. The function of public officials
   a. Why they are necessary—fair play in the game
   b. How they are chosen
      Emphasis should be laid upon the fact that they are representatives chosen by some of the people for all of the people, including the children. This should be very simple and elementary in character. Election day will probably be enough to impress this fact
   c. Coöperating with public officials
      The fundamental purpose should be to lead the children to understand that public officials are servants of the people, chosen by them for very specific purposes; that these public officials can properly do their work only when the people coöperate; and that the children are an integral part of the people, although the privilege of helping to choose public officials is withheld from them until they are older.

9. How people by organizing secure better coöperation
   Here again may come a summary of the coöperative activity noted above.

Type Study—Residential Communities

In this group it will be difficult to determine a principal interest or activity, on account of the variety of interests represented in the community. But as before, the point of departure should be the home.

1. Securing information (follow suggestions already made)

2. Service rendered by this community to other communities
   a. The army of city workers
   b. The difficulty of housing in cities

c. Advantages to the city of suburban life
d. Why everybody should do some work

3. Service rendered by other communities to this community
   a. What this community needs: food, clothing, building materials and house furnishings
   b. Sources of these materials: local sources, distant sources, location of sources and tracing routes of travel

4. Relation of the people of this community to the needs of other communities
   a. What business activities men and women of this community are engaged in, either as proprietors or employees
   b. How these business activities help to satisfy the needs of other communities: food, clothing, shelter, transportation

5. Functions of the local officials and relations of the people to these officials (for suggestions see under the manufacturing activities)

Type Study—The Citizen at Work in this Community (In all Communities)

The community, according to Dunn, is a group of people in a single locality, bound together by common interests, and subject to common rules or laws. A citizen is one who participates in community action, having a definite share in its privileges and also in its responsibilities.

Some of what follows has already been brought out in the special setting of industrial or agricultural activities. The purpose here is to focus upon the individual responsibility of boys and girls.

1. Purpose of the laws—playing the game according to the rules

2. Choosing officials, election procedure; importance of careful voting

3. Importance of work and of workers

   Emphasize the service rendered rather than the rewards received.

4. Fitness for work

   Emphasize the duty of each to do the work he is best fitted to do, and to become fitted to do it well

5. The place of the boys and girls in community life

   Teachers should have clearly in mind that the purpose here is merely to emphasize the important fact that citizenship involves both *privileges* and *responsibilities*, in order that the one

important privilege of extended educational opportunities may be balanced by the corresponding responsibility to fit one's self as fully as possible for worthy service.

a. When one becomes a citizen—at birth
b. The Junior Red Cross and its work
c. The privileges of citizenship
   (1) What the local community, state, and nation do for children
   (2) Opportunities for education; purposes of free schools
   (3) Deferred privileges, such as voting and holding office
d. The duties of citizenship
   (1) Rendering public service—clean streets; protection of property; helpfulness at home, in school, and elsewhere
   (2) Obeying the laws—playing fair in the game of life
   (3) Regard for the rights of others
   (4) Forming habits of thrift and industry
   (5) Finding some worthy vocation

6. How individuals coöperate through vocations
   a. The division of labor
      (1) Its value and importance
      (2) Importance of training
   b. Definitions
      (1) Occupation—the kind of work one does as a regular calling
      (2) Vocation—an occupation that requires special skill, education or training
      (3) Trade—a vocation in which the work is mostly done with tools or machines, and which mainly requires manual skill
      (4) Profession—a vocation which requires mental skill and usually calls for long education and training
      (5) Value of a vocation—of value if the work is necessary and useful, if one is fitted to do it, and if one works faithfully in doing it
   c. Place of women in the work of the world
      (1) Limited number of vocations formerly open to women
      (2) Effect of the World War
      (3) Vocations now open to women
   d. General study of vocations

      It is obviously impossible and hardly wise to make in the sixth grade a detailed study of the various vocations. Groups of vocations, however, may well be studied, somewhat along the following lines

      (1) Opportunities for service in these vocations

(2) Number of people engaged in these vocations in the local community
(3) Number of people engaged in these vocations in other communities
(4) Special qualifications and training required
(5) Opportunities for promotion
(6) Opportunities for and value of special preparation. Here should be emphasized the importance of finding the vocation that one is fitted for and of becoming thoroughly prepared for it.

7. Special study of vocational groups
This should supplement the general study of vocations outlined above.

CLASSES OF VOCATIONS.

Society as a whole is made up of people who work. By work is meant the doing of things that benefit the worker, other individuals, and the people as a whole. Working for the common good is called service. Therefore it is important that we consider the types of service people perform for each other.

This leads to a consideration of the broad fields within which, and the exact vocations through which, service is rendered. The following outline will help pupils to understand the service idea as it runs through all human activities. In using this outline the aim should be to show that few important services are rendered by those who lack training for their work.

Building Service. Building service may be considered first, as the home buildings early engage the attention of children, who usually make the acquaintance of building mechanics in one way or another at an early age.

Mason, carpenter, plumber, electrician, painter, paper hanger, interior decorator, architectural concrete worker, steel worker

Homemaking Service. Certain services that may be rendered within the home, or on a larger scale outside the home, are familiar to all children and may be considered next.

Housekeeper, cook, milliner, dressmaker, laundryman, dietitian

Agricultural Service. Agricultural service through which the world's food is made available may next command attention.

Horticulturist, vegetable gardener, general farmer, floriculturist, dairyman, poultryman, stock raiser, forester, farm manager

Retail Service. Retail service early engages the attention of the boy and girl, as it brings the things they need to their homes.

Specialty store—grocer, fruiterer, meat seller, baker, clothier, hardware merchant, confectioner, milkman, druggist, shoe dealer, stationer; department store; chain store

Wholesale Service. In tracing to their sources the things children are using and other things with which they are familiar the wholesaler stands next to the retailer; and, through a study of the service which he renders, the children are taken outside their own communities and shown the interdependence of people living in different places.

Grocer, fruit dealer, baker, meat distributor, clothier, commission merchant

Transportation Service. Since the retailer and the wholesaler must deliver their goods, the pupils' attention is next directed to the transportation service that makes it possible for them to have things produced at a distance, and to go wherever they may choose to go.

Truckman, bus driver, taxi driver, street railway company, steam railroad company, navigation company

Manufacturing Service. Food and shelter services have been considered and we may consider next the manufacturing service, which provides nearly all the things with which the child is surrounded.

Clothing manufacturer, food manufacturer, furniture and household utensils manufacturer, vehicle manufacturer, jewelry manufacturer

Mining Service. There can be no manufacturing without the raw materials of the mines, and therefore a consideration of the manufacturing service naturally leads to a study of mining service

Coal mine operator, iron mine operator, copper mine operator

Forestry Service. Since wood is an essential element in manufacture and building construction, forestry should next engage the pupils' attention.

Lumberman, lumber mill operator, forester

Mechanical Trade Services. In the manufacture of things out of the products of the mines, forests, and soil, skilled trades other than the building trades naturally come into being. Boys and girls soon make the acquaintance of these artisans.

Machinist, sheet metal worker, moulder, mechanical draftsman, pattern maker, automobile mechanic, glass cutter, glass blower, cabinet maker

Bookmaking Service. As users of books, boys and girls naturally are interested in their manufacture and the bookmaking service is entitled to consideration.

Paper maker, author, publisher, printer, illustrator, book-binder

Commercial Service. All businesses are users of certain types of commercial services and therefore these common types should be considered.

Buyer, salesman, bookkeeper, cashier, general clerk, advertisement writer, correspondent, typist, stenographer

Financial Services. Other important but somewhat unclassified groups of services can be considered under the head of financial service.

Banker, insurance company, real estate broker, investment broker

Professional Service. Professional service naturally comes late since this kind of service requires the highest type of trained worker.

Doctor, nurse, minister, lawyer, architect, accountant, dentist, engineer, chemist, druggist, journalist, librarian, teacher

Public Utilities Service. The public utility type of service should be discussed as it vitally affects the individual and society as a whole.

Telephone company, telegraph company, electric light company, gas company, street railway company (discussed under transportation), power company

Government Service. For mutual protection and social betterment there have been developed many types of government service with which children should be acquainted.

City officials, town officials, county officials, state officials, federal officials

8. Finding your place in life
   a. The purpose of any job—doing part of the world's work
   b. The danger of "blind alley" jobs
   c. Evils of child labor; the purpose of child labor and compulsory education laws to protect children
   d. Dangerous work for boys and girls
   e. Advantages of superior training
   f. What and how to choose
      (1) Doing what you are best fitted for
      (2) Opportunities of extended education

9. Preparing for vocational success
   a. What the junior high school contributes to vocational success
      (1) Classroom instruction
      (2) Laboratories and shops
      (3) Assemblies
      (4) School activities—wireless clubs, camera clubs, junior civic leagues, orchestras, athletics, etc.
      (5) The start in life of the boy or girl who leaves at the end of the junior high school compared with that of the pupil who leaves at the end of the elementary school
   b. The service of the senior high school
      (1) Classrooms, laboratories, shops, assemblies, varied activities
      (2) The high school graduate's start in life compared with that of the pupil who leaves at the end of the sixth grade
   c. College, technical, and professional schools
      (1) The instruction and training these give
      (2) The college graduate and his opportunities in the world's work

SELECTED BIBLIOGRAPHY

For Pupils

Barnard—Getting a Living—Franklin
Doughton—Preparing for the World's Work—Scribners

For Teachers

Alden—Women's Ways of Earning Money—Dully & Kleinteich
Allen—Guide to the Study of Occupations—Harvard University Press
Gilbert—Ambitious Woman in Business—Funk
Giles—Vocational Civics—Macmillan
Gowin & Whcatley—Occupations—Ginn
Hughes—Economic Civics—Allyn & Bacon
Koerle & Saltzberg—The Girl and the Job—Holt
McKinney & Simons—Success Through Vocational Guidance—American School

Martin—Vocations for the Trained Woman—Longmans
Parsons—Choosing a Vocation—Houghton
Perkins—Vocations for the Trained Woman—Longmans
Reed—Junior Wage Earners—Macmillan
Reid—Careers for the Coming Men—Saalfield
Schwab—Succeeding with What You Have—Century
Weaver—Profitable Vocations for Girls—Barnes
Weaver & Byler—Profitable Vocations for Boys—Barnes

A CAMP FIRE.

Aim: To teach how to choose proper site for camp fire, and how to extinguish the fire properly.

Development

1. Choose a spot away from
   a. Dead or living trees
   b. Moss or dry swamps
   c. Logs or stumps
2. Clear space of all inflammable material, such as
   a. Dry leaves
   b. Brush
3. To extinguish
   a. Pour enough water on fire to drown
   b. Cover closely with ground to smother
   c. Do not leave before it is thoroughly extinguished
4. Unnoticed sparks
   a. Smolder for days
   b. Break into flame
   c. No one near to put out fire
   d. Fire spreads—much damage

Conclusion

1. Why should we take care with fire in the woods?
   a. Forest fires may be caused by our carelessness
   b. Loss of life and property may result
2. Anyone who starts a forest fire is a public enemy
   a. Because he destroys valuable property
   b. Because he destroys water sources
   c. Because he destroys game
3. Anyone who prevents a forest fire is a public friend
   a. Because he protects valuable property
   b. Because he insures a water supply
   c. Because he protects wild life

4. Let us all be public friends
   a. To help ourselves
   b. To help our state
   c. To help our nation

SOURCE MATERIAL IN SAFETY FIRST AND FIRE PREVENTION.

National Safety Council—Chicago, Illinois
- National Safety News (monthly)
- Various Safety and Accident Bulletins
- Plan of Safety Instruction in Public and Parochial Schools—by Dr. E. George Payne

National Board of Fire Underwriters
- Safeguarding America against Fire (monthly)
- Safeguarding the Home against Fire (pamphlet) (prepared for the U. S. Bureau of Education)
- The Trial of Fire (Mock Trial)—(written for school use)

Safety First Federation of America
- Making Schools Safe from Fire

Federal Department of the Interior—especially Bureau of Mines
- Various Safety and Accident Bulletins

Pennsylvania Department of Labor and Industry
- Various Safety and Accident Bulletins

Nebraska State Fire Commission
- Lessons on Fire Prevention for Use in Public Schools

South Dakota Fire Marshal's Department
- Fires: Their Causes and How to Prevent them

Minnesota Fire Marshal's Department
- Rules for Fire Prevention and Fire Drills

Oregon Fire Marshal's Department
- Course of Study in Fire Prevention for Oregon Schools

Oregon Department of Education
- Course of Study for Safety Education in Oregon Schools

Chicago Bureau of Safety
- Methods for Instruction in Accident Prevention for Use in Schools

Springfield (Illinois) Fire Marshal's Department
- Fire Prevention School Readers—Published by the State of Illinois

Portland Cement Association
- Circulars emphasizing fire prevention

Johnstown (Pennsylvania) "Memos" on Safety Instruction
Develops a program by weekly "units", e. g., Quarantine; Play and Game Accidents; Keep Well; Accidents in the Home; Street Crossing; Street Car; Railroads; Automobile; Fire Protection; A Week of Safety

Payne, E. G., Education in Accident Prevention
Published by Lyons and Carnahan, Chicago, New York

Maris, Clarence, Dangers and Chemistry of Fire, for Primary Schools
Published by F. J. Herr Printing Co., Columbus, Ohio

Weeks, A. D., The Avoidance of Fires
Published by Heath

Jameson, H. L., The Flame Fiend
Published by Allyn and Bacon

School Safety Posters
National Safety Council

School Safety Bulletins
National Safety Council

Pictures; lantern slides

Circulars for the home

YEAR I	II	III	IV	V	VI
OBEDIENCE. (TO DO UNGRUDGINGLY WHAT MAY RIGHTFULLY BE EXPECTED.)					
1. To parents and others in the home. 2. To the teachers, to the principal (Not only obedience to authority, but co-operation with the recognized leaders in the school life) 3. To bells,—what does the bell say? 4. To danger signals	1. In the home 2. In the school 3. To choose leaders; in games	1. In the home 2. In the school 3. Obedience in those who serve us	1. In the home 2. In the school 3. In the men who serve us	1. The kind of obedience necessary in men who work for us 2. Our obedience to others and to warnings	1. Obedience necessary for industrial co-operation
COURTESY (NOT RUDENESS)					
1. Forms of greeting a Removing hat, bowing b Good-morning c Good afternoon d Good-bye, Miss A. e Yes, thank you f Yes, Miss A g I beg your pardon h Excuse me 2. In the school a To older people in the building b To one another or to playmates c To visitors 3. On the playground	1. In the home and school a Allows older persons or pupils in front of him to pass through doorways first b Opens door for others c Offers book to a guest d Pick up something dropped by another e Does not tell tales 2. In public assemblies a Attention when somebody is talking b Respect 3. On the playground a Between the child and other children	1. In home and school a Talks or laughs quietly so as not to disturb others b Waits quietly in turn for some privilege 2. In public assemblies a How to show appreciation 3. Politeness to our milkman, delivery man, etc. 4. Courtesy we expect in return from the merchant, the mechanic, etc.	1. In home and school 2. In public assemblies 3. On the playground 4. To the people who serve us 5. Those people to us 6. Courtesy (not rudeness) from our neighborhood servants — Conductor, Motorman, etc.	1. Courteous Citizens How to conduct ourselves a On street, roads b In parks, playgrounds c In library and other public buildings d Post office courtesy (letter carrier, etc.)	Courtesy in business
HELPFULNESS (THOUGHTFULNESS)					
	1. Pride in appearance of class room 2. Helps in all school activities 3. Putting on and removing wraps quickly 4. Takes pleasure in success of others 5. Shares class property 6. Safety First—Helping children to cross roads and streets 7. The fire-drill	1. Care of the room 2. Orderly manners help in school management 3. Living up to agreements 4. Helping the blind or the aged across street 5. Avoiding unnecessary complaints Making things easy for those who serve us 6. Safety First	1. Care of the room 2. Helpfulness in all school activities 3. Keeping promises and appointments 4. Consideration in making requests of others	1. Care of the room 2. Helping those with whom we associate 3. Consideration for the workers in the neighborhood	1. Consideration for co-workers (business)

I	II	III	IV	V	VI
CLEANLINESS (A HABIT OF SELF-RESPECT)					
1. Personal cleanliness, clean face, hands, neck, ears, brushed hair, clean teeth, use of water, soap, towel, brushes 2. Personal belongings, clean dress, blouse, sweater, handkerchief. Clean books and papers Arouse pride in care of all personal belongings 3. Immediate surroundings. Use of door mat, umbrella stand waste paper basket, garbage can	1. Pride in personal appearance 2. Pride in care of personal belongings Keeping of hands and materials away from mouth 3. Pride in care of immediate surroundings	Cleanliness in habits and person	1. Cleanliness in habits and person	1. Cleanliness in habits and person	1. Cleanliness in habits and person
ORDERLINESS (CREATING A SENSE OF PERSONAL RESPONSIBILITY)					
1. Care in use of paper, pencils, crayons and other materials 2. Keeping desk, table books, cloak-room in order	1. Care in use of materials 2. Taking pride in all school property, taking pains not to deface wood work, walls, pictures 3. Leaving desk and school room in order each night	1. Care in use of materials 2. Taking pride in all school property and personal property Care of property of others	1. Personal belongings and immediate surroundings 2. Orderliness and method needed by the fireman, engineer, etc.	1. Personal belongings 2. Immediate surroundings 3. In the neighborhood	1. Personal orderliness 2. Immediate surroundings 3. In the business world
THE FLAG					
1. Colors of Flag 2. Flag salute 3. What the Flag stands for	1. Why the Flag is called "Old Glory" Meaning of the stars and stripes, the field of blue 2. How to show respect to the Flag	1. The Flag at home 2. The Flag going "over the top" 3. The Flag abroad on our ships, over our buildings in foreign capitals 4. Respect for the Flag a Loyal acts b Using the Flag in dignified ways Keeping the Flag clean Using it for draperies, etc.	1. What patriotism means or what civic duty requires in our behavior Trespassing 2. The Flag stands for freedom, democracy, government	1. How to live for one's country involves two things a Good Government—honest, efficient b Good citizens—well informed, civically minded c Community; made attractive	1. In the U. S. the flag means a sacrifice for all 2. The universal brotherhood of man 3. Loyalty to our country and to its ideals
KINDNESS TO ANIMALS					
1. Our pets How we care for them. Stories about them. What animals do for us	Stories about pets Care of birds' nests How the animals serve us Cleanliness	The law of kindness to dumb animals	1. Kindness to animals	1. Kindness to animals	1. Kindness to animals

I	II	III	IV	V	VI
		FAIR PLAY (SPORTSMANLIKE; JUST—NOT UNFAIR)			
	1. Between each child and other children 2. Between the teacher and the child 3. Between other persons in the school and the children 4. Between the children and their pets	Fair Play in Games 1. What the rules are 2. Who may change the rules 3. What "playing fair" means 4. Why "not playing fair" spoils the game 5. Being a good loser	1. How the servants of our neighbors play fair 2. Do we play fair with them 3. How to protest against unfairness	1. Fair play between people employed in our public buildings and ourselves 2. Fair play among the employees 3. Care of other people's property 4. Fair play in a discussion or an argument	1. Fair play in business 2. Good sportsmanship
		PROMPTNESS (PUNCTUAL, NO LOITERING)			
	1. At school a Forming lines b Bringing in reports c Removing wraps quickly and quietly d Clearing desks quickly e Passing or collecting materials promptly 2. At home a When called in the morning b Running errands 3. Observing signals and fire drill regulations 4. Responding to all directions given for work to be done	1. At school 2. At home 3. Observance of signals 4. Helping tradesmen by answering the bell promptly; paying our bills when due	1. We require promptness from our servants or the men who furnish us with food, shelter, clothing 2. We must be prompt with them and so save their time and ours	1. Promptness means good service in our neighborhood	1. Promptness necessary in business undertakings
		TRUTHFULNESS (NOT GIVEN TO LYING AND DECEIVING)			
	1. In dealing with our companions 2. In dealing with other people in the school 3. To parents 4. Truthfulness and romancing	1. Telling the truth without flinching or compromise 2. Trying to give a correct impression to our parents, companions, teachers, all the people with whom we come in contact 3. Reporting school happenings at home	1. Truthful actions Truthful dealings Truthful service	1. Truthful service in the community 2. We insist on getting what we ask for; goods must not be misrepresented	

I	II	III	IV	V	VI
			CARE OF PROPERTY		
	1. Personal belongings 2. School property 3. Belongings of other children	1. Personal belongings 2. School property 3. Property belonging to others	1. Personal belongings 2. Belongings of others. Arouse pride in appearance of neighborhood 3. Care the neighborhood servants must take of citizen's property	1. Neighborhood property. Care of fences	1. The employer and the employee both concerned with care of property
			THOROUGHNESS (GIVING CAREFUL ATTENTION; NOT HEEDLESS)		
		1. In school work Each task done with care; the habit of completing work 2. At home, when doing school work or in other duties 3. In service	1. In school work 2. In the home 3. From the men who work for us	1. Giving thoroughness in our services 2. Requiring thoroughness from those who serve us	1. Need for thoroughness in all our business
			HONESTY (NOT THIEVING NOR DISPOSED TO CHEAT)		
		1. Regarding the property of others 2. In work Do not copy or let another person copy your work Hand in written work well done 3. In play 4. We will not deal with dishonest tradesmen	1. Regarding property of others 2. In all our work 3. In all our play 4. Honesty in tradesmen	1. Regarding property of others 2. In work and play 3. In service to your neighborhood	1. Honest business
			THRIFT (NOT WASTEFUL)		
			1. Care in use of paper, pencils, oooks and other materials 2. Economical in expenditures of money; the wise use of saving money 3. The saving of money 4. The saving of time	1. Care of school supplies 2. Discussion Evidences of thrift in our neighborhood 3. The saving of clothing, food, money 4. How to spend leisure hours	1. Thrift is good business
			PERSEVERANCE (THE HABIT OF STEADFASTNESS)		
			1. In doing the right 2. In lessons; in work; in well-doing 3. Perseverance needed by our servants	1. At home, in school 2. In well-doing	1. Makes for success

I	II	III	IV	V	VI
		RESPECT (NOT IMPUDENCE OR FLIPPANCY)			
		1. For parents and older people 2. For those in authority a In the school b In other public places 3. For other children 4. For worthy service and occupations	1. For parents, teachers, older people 2. For ourselves and for our associates 3. For worthy service and occupations	1. For ourselves and those with whom we come in contact 2. For those who serve us in the neighborhood	1. Respect for authority
		COURAGE (COURAGEOUS, NOT TIMID)			
			1. Physical courage 2. Moral courage a In telling the truth without compromise b In honest dealing	1. Courage and self-sacrifice of many public servants Firemen Telephone wiremen Policemen Soldiers	1. Courage of convictions 2. Moral courage in business
		SELF-CONTROL IN ACT AND SPEECH (NOT WEAK)			
			1. At home 2. In school 3. At play	1. At home 2. In school 3. At play	1. In business
		SELF-RELIANCE (ABILITY TO GO IT ALONE)			
				1. At home 2. In school 3. At play	
		INITIATIVE (ABILITY TO DIRECT OTHERS)			
				1. On the playground Outside of school	1. Clear thinking Purposeful thinking 2. Helpful initiative 3. Self-reliance 4. Sense of Civic Responsibility 5. Broadmindedness

SYLLABUS IN COMMUNITY CIVICS

EIGHTH YEAR

Note: For Year VII, United States History is recommended; for Year VIII, Community Civics; for Year IX, Vocational Economic Civics:

(The Aims and Principles of the Course in Civics are a unit throughout the elementary and junior high school grades. Consequently the General Introduction for the earlier period is repeated for the later period.)

Introduction.—Instead of regarding the Civics Course as an addition to the curriculum, let us think of it rather as a suggestive outline for the development of the spirit of right citizenship, so necessary in the civic training of the boys and girls.

This civic education is not concerned primarily with subject matter; it is rather a matter of habit, an attitude of mind, and a personal responsibility for right conduct. Training in citizenship, therefore, should impel the child to render concrete and constructive service to his immediate community, to his state, and to his country. He who gives this service gains patriotism, and when the service is shared with his fellows he learns the meaning of democracy.

The aims, principles, and methods of a course in citizenship must, therefore, create in the child a desire for such coöperative service.

A. Aims: The aim of civic education is at least threefold

1. It must cultivate right civic habits
2. It must create high civic ideals
3. It must develop, by means of service, a finer patriotism and a larger democracy

B. Principles

1. All these aims must be constantly present in the mind of the teacher, and the material and method must be adapted to them.

2. The school has a large responsibility for starting the young citizen right in his civic growth. The young citizen is developing an habitual attitude of mind toward his civic relations all the time, and should have guidance during the formative years of school life.

3. This guidance should help to interpret the child's present experience and to cultivate his power of judgment, and should lead him to act in accordance with democratic ideals.

4. In the effort to increase children's intelligence in civic matters the teacher is sometimes tempted to begin by giving information which has been carefully prepared for their understanding, but which does not touch their interest because it does not correspond to the psychological stages of the children, it is not within their experience, nor is it related to the life of the community. Along with the attention paid to civic matters in general, therefore, more attention must be given to the child's mental development and to his experience in his own local community.

5. It must be kept in mind that the child, in process of growth, passes through successive psychological stages, approximately as follows: that of the imagination in Grades I–III; of idealization (hero-worship) in Grades IV–VI; of unification (cause and effect) in Grades VII–IX. And unless our educational appeal is so directed as to meet these stages of child development our time will be largely wasted.

6. To create high civic ideals, rules are useless. We should teach those ideas present in the child's experience and associated with his life in the community. The successful cultivation of motives and of ideals depends on the enthusiastic teacher who is able to stand with the children on the plane of their common experience.

7. The Civics Course might be called a "Course in Human Relationships." People, not institutions or things, should be the center of thought. The Course must emphasize the dependence and interdependence of people.

8. Civic traits and habits must be formed in these early years. Through constant practice children must know what is right, they must desire to do it, and they must "learn to do by doing." Therefore, civic virtues—that is, training in morals and manners acquired through habit formation—form the basis of work in grades 1, 2, and 3. In the later grades the work must be continued, expanded, and adapted to the greater civic responsibility of the child.

9. In each grade emphasis is to be laid on team work, coöperation, and fair play. From the beginning of their school life children must work and play as members of a group, and they must be led to regard the rights and welfare of others.

10. The instruction is to be based on the child's experience and not on the logical organization of a body of knowledge. The aim should be rather to develop an attitude of mind than to teach unrelated facts.

11. The instruction must be cumulative. To be effective, civic education must begin when the child enters the school and must continue throughout his school life.

12. Civic teaching should not be confined merely to one phase of instruction, but should be a controlling aim of all instruction. The

enthusiastic teacher finds opportunity to develop right civic spirit in every subject and in every activity in the school.

13. The children have a natural, live, personal interest in what they are doing. Through this interest character may be cultivated and the power of initiative developed. Thus the child becomes an active, influential member of his group. He forms social ideals which should be both incentive and guide to his action in civic matters.

C. Methods

In the first, second, and third years instruction should be by means of games, memory gems, poems, conversation, songs, pictures, stories, dramatization. In the fourth, fifth, and sixth years the method may be varied by reports made by children on topics assigned for their investigation, by discussion, by visits to places of civic interest, by collections of pictures and charts, and by stories and conversations. In the seventh, eighth, and ninth years class investigations and reports must develop a sense of class responsibility which shall incite the young citizens to group action, that shall train them in class activity for the common welfare. For concrete illustration of method, various types of lessons are included in the course.

D. Acknowledgment

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I. The Community Idea

A. Our relation with other people
   1. Dependence upon one another
   2. Necessity of coöperation among people
   3. Individual responsibility to prevent failure
   4. What a community is ("A group of people living together in a given locality, bound to one another by common interests, and subject to common laws")

B. The first community we know
   1. The members of the home
   2. What the home does for its members
   3. How the members should serve the interests of the home

C. Other communities closely related to us
   1. Examples—school, church, neighborhood, industry, the State
   2. How each serves its members
   3. Obligations of members toward it
   4. How each kind of community serves the others

D. How communities grow
   1. Beginnings of a pioneer settlement
   2. Desires of its members and how they are met
   3. Conditions that attract people to a community
      a. General
      b. Special—Philadelphia, Pittsburgh, Harrisburg, your own town

E. Political communities
   1. Grades—township, borough, city, county, state, nation
   2. Why they are needed
   3. Things necessary in a political community
      a. Laws
      b. Officers
      c. Constitution

F. The citizen and his government
   1. What is a citizen? What is an alien?
   2. Ways by which a person becomes a citizen. Are you one?
   3. How a foreigner is naturalized
      a. Process
      b. Imparting American ideals
   4. The elements of community welfare which the government promotes: health, protection of life and property, education, recreation, convenience, beauty, wealth, care of the unfortunate, right living
   5. The place of the citizen in his community
      a. He is *only* one, but he is *one*
      b. "One for all, and all for one"
      c. Knowing what to do
      d. Doing his part

II. Elements of Welfare

A. Health
   1. Why important
   2. Factors in good health
   3. Pure air
      a. Ventilation of buildings
      b. Inspection of tenements and out-buildings
      c. Prevention of nuisances
      d. House drainage for rural homes
   4. Pure water
      a. Sources of supply
      b. Filtration
      c. Distribution
      d. Disposal of wastes

5. Pure food
   a. Sources of supply
   b. Laws governing sale
   c. Inspection of slaughter houses, markets, factories
6. Control of disease
   a. Attitude of people toward disease
   b. Quarantine regulations
   c. Care of sick
7. Prevention of disease
   a. Proper living conditions
   b. Provisions for exercise and rest
   c. Medical inspection
   d. Prohibition laws; liquor; drugs
   e. Proper working conditions: office, store, factory
   f. Restrictions on work of women and children
      (1) Why necessary
      (2) Provisions of laws
   g. Keeping the community clean
      (1) Removal of garbage and rubbish
      (2) Street cleaning
8. Review of government agencies for promoting health—local, state, national
9. How the young citizen may coöperate
   a. Activities
      (1) Clean up week
      (2) Clean street campaign
      (3) Mosquito and fly campaign
      (4) Ascertaining of civic facts through committee visits to grocery stores, markets, bakeries slaughter houses, creameries
      (5) Inspection of filtering system
      (6) Inspection of sewage disposal
      (8) Inspection of garbage disposal
      (7) Inspection of water supply
      (9) Inspection of slums and tenement sections
      (10) Committees on distribution of health pamphlet material
      (11) Coöperation with board of health in locating unsanitary and unsightly places
      (12) Maps showing water system, filtering system, street conditions (good or poor), charts illustrating government agencies coöperating to secure health
      (13) Collections of filing cards
      (14) Photographs showing needed improvements

(15) Photographs and pictures showing civic activities: building a sewer; filtering water; quarantining a house
(16) Collections of newspaper clippings pertaining to health
(17) Visits to local factories for information regarding safeguarding health of employees
(18) Report on moving picture houses—ventilation

b. Organizations
(1) Junior Civic Leagues
(2) Boy Scouts; Girl Scouts
(3) Camp Fire Girls
(4) Health Clubs
(5) Athletic Clubs
(6) First Aid Clubs
(7) Health Crusaders
(8) Junior Red Cross
(9) Police Patrols
(10) Blue Birds

B. Protection of life and property

1. Importance of security
2. Dangers which threaten life and property
3. Protection from fire
   a. Cost of carelessness
   b. Fire preventions
   c. Putting out fires
   d. Fire insurance
4. Protection from accident
   a. Building construction
   b. Traffic regulations
   c. Street lighting
   d. Safeguards for railroad transportation
   e. Safeguards for water transportation
   f. Safeguards for workers in mines, factories, stores
5. Protection from fraud and dishonesty
   a. Standards of weights and measures
   b. Pure food laws
   c. "Blue sky" laws
   d. Enforcement of contracts and agreements
6. Protection from natural misfortune
   a. Tree and plant blight
   b. Insects, vermin, wild animals
   c. Floods

7. Protection from violence
   a. Wrongs against person or property
   b. Riots and disorders
   c. Foreign enemies
8. Public agencies to safeguard life and property
   a. Police and fire departments
   b. State officials: administrative officers, militia, constabulary, courts
   c. National Government: Army and Navy, other departments and commissions, courts
   d. International peace movements
9. How the young citizen may coöperate
   a. Activities
      (1) Fire drills—visit to fire engine house
      (2) Inspection by pupils of fire risks in school building
      (3) Preventing defacement and destruction of property
      (4) War against tree pests
      (5) Tent caterpillar campaigns
      (6) Making of Health and Safety First posters by art classes
      (7) Observations of violations of laws
      (8) Demonstrations at Parents' Associations of methods of fire prevention and protection
      (9) Use of Fire-hazard Home Inspection Blanks, prepared by State Bureau of Fire Prevention
      (10) Acting as junior traffic police
      (11) Investigations of dishonest methods of weights and measures and of how these are discovered and prevented
   b. Organizations
      (1) Safety First Clubs
      (2) Safety Patrols
      (3) Junior Police
      (4) Fire Prevention and Protection Brigades
      (5) Bird Clubs
      (6) Bands of Mercy
      (7) Junior Civic Leagues

C. Education

1. Why we need education
2. Public schools
   a. Why we have them
   b. How they are organized

c. Laws about attendance
d. Their support
e. Use of school buildings and property
f. What should be taught
g. Systems in other countries

3. Private institutions of learning
   a. Advantages and disadvantages
   b. Schools and academies
   c. Colleges and universities
   d. Extension courses, correspondence schools
   e. Business schools
4. Other educational agencies
   a. Libraries
   b. Newspapers and magazines
   c. Museums, art galleries, pageants
   d. Churches, theaters, social settlements, Y.M.C.A.'s
   e. Educational work in industries
5. Survey of public educational agencies
   a. Local
   b. State
      (1) Department of Public Instruction
      (2) Normal schools
      (3) Certification of teachers
      (4) Aid to universities and colleges
      (5) Aid to school districts
   c. National
      (1) Bureau of Education
      (2) Aid given to states
      (3) Whether the National Government should do more
6. How the young citizen may coöperate
   a. Activities
      (1) Collections of literature: school catalogs, bulletins
      (2) Newspaper clippings
      (3) Maps showing educational centers and school districts
      (4) Pupil teachers
      (5) Student committees
         (a) To prepare opening exercises
         (b) Entertainments
         (c) Special day programs
      (6) Assembly hall entertainments planned by pupils

(7) Investigations and reports on vocational opportunities in vicinity
(8) School exhibitions planned and given by pupils
(9) Visits to meeting of board of school directors
(10) Student supervision, under faculty guidance, of corridors, playgrounds, lunch rooms
(11) Coöperation with faculty in other duties of organization and management

b. Organizations
(1) Library Clubs
(2) Press Clubs
(3) Musical Clubs
(4) School Orchestras
(5) Watch-your-speech Clubs
(6) Language Clubs
(7) Science Clubs
(9) Local History Clubs
(10) Travel and Exploration Clubs
(11) Reading Clubs
(12) Discussion Clubs
(13) Composition Clubs
(14) Glee Clubs
(15) Self-government Associations

D. Recreation

1. Importance
a. What it is
b. Who needs it
c. Social value
2. Public Agencies
a. Playgrounds and their use
b. Baths, gymnasiums
c. Parks and their value
d. National parks
e. Libraries, museums, public gardens
f. Services of the schools
3. Private agencies
a. Means of travel
b. The "movies"
c. Theaters, concerts, lectures
d. Social settlements
e. Scout organizations, boys' and girls' clubs
f. Young Men's Christian Associations
g. Young Women's Christian Associations
h. Young Men's Hebrew Associations

i. Knights of Columbus
j. Lodges
k. Athletic Associations

4. The right use of leisure
   a. What it means to "have a good time"
   b. Harmful amusements
   c. What to do after school
   d. The best kind of vacations
5. How the young citizen may coöperate
   a. Activities
      (1) Community choruses
      (2) Community Christmas tree
      (3) Maps indicating playgrounds and recreation centers
      (4) Collection of pictures illustrating forms of recreation
      (5) Festivals and pageants
      (6) Making programs for socials
      (7) Plans for field days
      (8) Building apparatus for playgrounds
   b. Organizations
      (1) Athletic clubs: baseball, basketball, tennis, swimming, walking
      (2) Camera clubs
      (3) Social clubs
      (4) Musical clubs
      (5) Science clubs

E. Community planning

1. How certain communities are laid out—Philadelphia, Washington, some rural neighborhood, our own town
2. Essential elements
   a. Objects—convenience, health, beauty
   b. Good and bad systems
   c. Difficulties to overcome
   d. Civic centers
3. Streets and highways: construction, cleaning, lighting, trees and parkways
4. Problems of location: street railroads, bridges, steam railroads, zoning regulations
5. Keeping the community attractive
   a. Beautifying of unsightly places
   b. Care of houses and lawns
   c. Appearance of public buildings

d. Smoke regulation
e. Noise prevention

6. Responsibility
   a. Public officials
   b. Public sentiment
   c. Individual interest and activity
7. How the young citizen may coöperate
   a. Activities
      (1) Clean-up week
      (2) Clean-up days
      (3) Keeping of buildings and grounds clean
      (4) Community beautification
      (5) Arbor Day exercises—planting trees, shrubs or flowers around schools
      (6) City planning—make maps of improved city
      (7) Maps
         (a) Locating points of civic beauty
         (b) Showing ideal improvements
         (c) Locating hindrances to civic beauty
      (8) Preparation and care of window boxes
      (9) Outlining of program for improvement of streets
      (10) Collections of views of buildings, streets, parks, which add to civic beauty
      (11) Turning vacant lots into flower gardens
      (12) Planning school house
   b. Organizations
      (1) Audubon Societies
      (2) Junior Civic Leagues

F. Communication and Transportation

1. Conveniences our forefathers did not know
2. What modern facilities have done and are doing for us
   a. Convenience
   b. Unity
   c. Industrial service
   d. Importance to the farmer
   e. Effect on city and suburban life
3. Development of transportation facilities
   a. Roads and turnpikes
   b. Sailboats and steamboats
   c. Railroads; beginning; expansion and improvement
   d. Street railways and interurban lines
   e. The automobile

f. Travel in the air
g. Possibilities of water transportation: harbors, rivers, new canals

4. Means of communication
   a. Postal service
   b. Telegraph and telephone
   c. Wireless
   d. Agencies for collecting and distributing news
5. Problems of control and administration
   a. Why control is necessary
   b. Franchises and their abuse
   c. Financing public utilities
   d. Public service commissions and their work
   e. Idea of government ownship
      (1) Extent, here and abroad
      (2) Arguments for and against
6. Responsibility for good service
   a. Public officials
   b. Executives and managers
   c. Employees
   d. Citizens
7. Movements of the people
   a. Notable features
   b. Reasons
   c. Effects
   d. Incomers from abroad: purposes; effects how received
   e. Whether further migration is desirable
8. How the young citizen may coöperate
   a. Activities
      (1) Collections of cartoons and illustrations relating to elements of welfare, from daily papers and magazines
      (2) Visits to and reports on work of
         (a) Telephone exchange
         (b) Post office
         (c) Associated Press or newspaper office
      (3) Collections of pictures for slides and filing on communication facilities
      (4) Making of wireless outfit
      (5) Collections of various blanks used in communication (cables, telegrams, money orders) arranged neatly on cardboards for exhibition
      (6) Investigations of materials and methods of local road construction

(7) Plans illustrating good and poor roads
(8) Maps showing suggested improvements
(9) Collections of road materials
(10) Maps illustrating light systems
(11) Maps of city indicating railroads entering city, also passenger and freight terminals
(12) Making of models of good and poor roads
(13) Observations of violations of traffic laws

G. Wealth (Getting a Living)

1. Importance: definition; why we want it; public and private wealth
2. Obtaining wealth
   a. Sources: national resources; labor
   b. Leading forms of industrial activity
   c. Community organizations to encourage industry
      (1) Chamber of Commerce, manufacturers' associations, Rotary and Kiwanis clubs
      (2) Associations of employees, professional men, and manual workers
      (3) Employment bureaus
      (4) Granges
      (5) Farm bureaus
      (6) Dairymen's leagues
      (7) Stock breeder's associations
      (8) Agricultural societies
3. How the government encourages industrial activity
   a. Experiment stations
   b. Distributing information
   c. Tariffs and subsidies
   d. Protection of travel
   e. Patents and copyrights
   f. Protection of workers
   g. Compensation and pension acts
   h. Protection of property
   i. Regulation of corporations
   j. Limits of governmental power
4. The right use of wealth
   a. Family budgets
   b. Means of investment
   c. Banks

(1) Services
(2) Relation to government
(3) How to use banks

d. Conservation of natural resources

5. Responsibility for prosperity
   a. Public officers who may have some influence in the matter
   b. The business man and the square deal
   c. Public sentiment
   d. The individual and his own income
6. How the young citizen may coöperate
   a. Activities
      (1) School banks
      (2) Making family budgets
      (3) Collections of
         (a) Thrift bulletins
         (b) Reports and investigations of local conditions; of relative prices of articles bought and sold in large or small quantities
         (c) Sample literature issued by insurance companies, employment bureaus, banks, boards of trade
      (4) Making maps indicating natural resources
   b. Organizations
      (1) Thrift clubs
      (2) Christmas and vacation clubs
      (3) Garden clubs
      (4) Canning clubs
      (5) Pig and poultry clubs
      (6) School garden armies
      (7) Boys' working reserves
      (8) Fruit clubs
      (9) Potato clubs
      (10) Corn clubs

H. Care of the unfortunate

1. Different classes of people who need help
2. The poor
   a. Causes of poverty
   b. Unwise charity
   c. Private agencies for relief
      (1) Charitable societies
      (2) Associated charities
      (3) Settlement workers
      (4) Relief funds

d. Public agencies for relief
(1) City or county departments
(2) Institutions
(3) Mother's pension acts
(4) Employment bureaus
(5) Treatment of tramps

3. The physically afflicted: blind; deaf and dumb; tubercular; epileptic
4. The mentally afflicted: difference between insane and feeble-minded; need of special care
5. Distribution of responsibility
a. Public officials
(1) Local officers
(2) State Department of Welfare
(3) Assistance and support of institutions
b. Citizens
6. How the young citizen may coöperate
(1) Personal obligations
(2) Coöperation for effective service
a. Activities
(1) Making toys, garments, and other articles for needy children
(2) Entertainments, bazaars, etc., to provide means for relief of unfortunate children
(3) School funds for children's hospitals
(4) Weekly flower days for homes and hospitals
(5) Helping the disabled on public highways
b. Organizations
(1) Bands of Mercy
(2) Sewing clubs
(3) Junior Red Cross

I. Right Living

1. Necessity of high moral standards
2. What the government can do to promote them, and what must be done by private agencies
3. The schools and right living
a. Standards set by them
b. Moral teaching in the school
4. Religious organizations
a. Relations between the government and the churches
b. Activities of churches
5. Other private agencies for moral betterment
a. Young Men's Christian Association
b. Young Women's Christian Association

c. Young Men's Hebrew Association
d. Knights of Columbus

6. Wrong-doers
   a. Reasons why people do wrong
   b. How the courts help to assure justice between people
      (1) Bringing a case before them
      (2) Trying cases
      (3) Making settlements
   c. How the courts deal with law breakers
      (1) Arrest and prosecutions
      (2) Trial
      (3) Runaway criminals
   d. Treatment of convicts
      (1) Old ideas
      (2) Modern principles
      (3) Prisons and reformatories
      (4) Helping criminals to reform
         (a) In institutions
         (b) After release
   e. Young criminals
      (1) Reasons for special treatment
      (2) Methods employed
7. Special and constitutional standards
   a. Constitutional safeguards for innocent people
   b. Whether there should be any difference in the treatment of people
   c. Our rights and limitations toward others
   d. Our rights and limitations toward the government
8. Survey of public agencies to promote right living
   a. Courts
      (1) Purposes
      (2) Organization; selection of judges
         (a) Local—justices, burgess, magistrates, county judges
         (b) State—superior and supreme
         (c) National—district, circuit of appeals, supreme
   b. Executive officials
      (1) Local—police, constable, sheriff, district attorney
      (2) State—constabulary, attorney-general, board of pardons, governor
      (3) National—department of justice, president
9. The responsibility of the citizen
   a. Knowledge

b. Obedience
c. Coöperation
d. Sympathy and help

III. How society coöperates through government

A. Some American ideals about government

1. Majority rule
   a. What it is and why we have it
      (1) Election of captains of teams, officers of societies
      (2) Advantages of majority rule and evils of minority rule, whether of aristocracy or of proletariat
   b. Methods of obtaining authority
      (1) War and violence; evils of this; whether it is ever necessary
      (2) Ballot—advantages and reasonableness
   c. Conditions necessary for success
      (1) What majority rule implies as to minority conduct
      (2) Abuses which must be guarded against—restriction of free speech, of a free press, etc.
2. Representative government
   a. Why necessary
      Discuss plans for picnic or entertainment. What can be decided by general vote; what must be left to committees. At this point, or earlier, classes can be organized to conduct business in parliamentary form
   b. Landmarks in the history of representative government, with special emphasis on England and the United States
   c. Relation of political parties to representative government
3. Federal system
   a. Why we have it (review making of United States Constitution)
   b. Powers of nation and powers of states
   c. Making new states
   d. Government of territories and possessions
4. Division of functions
   a. Three departments
   b. Check and balance idea
      (1) Reasons
      (2) Whether it can be carried too far

5. Constitutions
   a. Importance
   b. Contents of National Constitution
   c. Process of amendment
   d. State constitutions
      (1) General types
      (2) Pennsylvania
6. Difference from other governments
   a. English Cabinet system
   b. Advantages and disadvantages
7. Subdivisions of states
   a. Types of local government—township, county, borough
      (1) Powers and duties
      (2) Relation to legislature
      (3) Proposed reforms
   b. City government
      (1) Relation to legislature
      (2) Classification
      (3) Special problems
      (4) Proposed reforms
8. Our relation to other countries
   a. Ambassadors, ministers, and consuls
   b. Early policy
   c. The Monroe Doctrine
   d. Arbitration
   e. The League of Nations

B. How our laws are made and enforced

1. Importance of law making
   a. Distinction between constitutional and ordinary law
   b. Primary significance of law
2. Origin of laws
   a. Custom—"unwritten laws"
   b. Public sentiment; desire of private citizens or organizations
   c. Recommendations of executives or legislators
3. National law making
   a. Congress
      (1) The two houses
      (2) Qualifications, salary, privileges, obligations
   b. Steps in passing a bill
   c. The work of committees
4. Enforcing national laws
   a. The President's part in government

(1) Qualifications
(2) Powers and duties

b. Administration of laws
(1) The cabinet in general
(2) Duties of separate departments
(3) Special commissions

5. Limitations on the law making power
a. The courts and constitutionality
b. Powers forbidden by the Constitution

6. Law making in states
a. The General Assembly—composition, functions
b. Comparison with national law making

7. Administering state laws
a. Governor—election, powers
b. Other administrative officers
c. The courts and state laws
(1) Power of state courts
(2) Power of national courts

8. Local law making
a. City council
b. Borough council
c. Township officers with legislative powers
d. County commissioners
e. School boards

9. Administering local laws.
a. City: (1) Mayor and cabinet; (2) commission and city manager plans
b. Borough: (1) Chief burgess; (2) Borough council
c. County: (1) Commissioners; (2) Sheriff; (3) District Attorney
d. Township: (1) Commissioners; (2) Supervisors; (3) Assessor; (4) Constable; (5) Tax collector

10. Direct legislation
a. Idea of New England town meeting
b. Initiative and referendum
c. How far possible and desirable

11. Removing unworthy officials
a. Removal by appointing officer
b. Impeachment
c. Recall
d. Civil service laws

12. Getting good government
a. Can there be too much law making
b. Getting good men to serve
c. Responsibility of the individual citizen

C. Elections and Political Parties
   1. Meaning and importance of voting
   2. Who may vote
   3. How voting is done
      a. Officers in charge and their duties
      b. Australian ballot system
      c. Forms of ballots: (1) Pennsylvania; (2) other states
   4. Nominating candidates
      a. Petition
      b. Convention
      c. Direct primaries: (1) Method; (2) Advantages and disadvantages
   5. Election
      a. Dates
      b. Officers chosen
      c. Presidential campaign
   6. Political parties
      a. Why formed
      b. How managed
      c. Conduct of campaigns
      d. Weakness
      e. Making parties useful
   7. Proposed election reforms
      a. Short ballot
      b. Proportional representation
      c. Non-partisan elections
   8. Responsibility for good government
      a. Interest of voters
      b. Parties as agents, not as masters
      c. Independent thinking
      d. When elections are really representative

D. How the Government is supported
   1. Expenditures
      a. Chief objects
      b. Distribution among national, state, and local governments
   2. Taxes
      a. Desirable qualities
      b. Principal forms
      c. Distribution among national, state, and local governments
      d. How levied and collected
      e. Special uses of taxing power
   3. Other sources of revenue: forms; distribution

4. Loans and debts
   a. When borrowing money is desirable
   b. Methods of obtaining it
   c. Public debts
5. Public land and property
   a. Parks, forest reserves
   b. Land for sale
   c. Reclamation service
   d. Public buildings
6. Proposed reforms in public finance
   a. Budgets
   b. Scientific assessment
   c. Other improvements
7. Support through loyalty
   a. Oaths of office
   b. Treason
   c. Obedience to law
   d. Defense of law and order
   e. "Boosting" *vs.* "Knocking"
8. Support through service
   a. Jury service
   b. Military service
   c. Voting
   d. Study of public problems
   e. Participation in social activities
9. What the young citizen can do at home and in school
   a. Activities
      (1) Making of labor-saving devices for home
      (2) Plans for improvement of home to save steps and labor
      (3) Making of playground apparatus
      (4) Civic scrapbooks
      (5) Making of books illustrative of life in different sections of our country
      (6) Charts showing how country and state departments help in securing elements of welfare
      (7) Exhibitions of work
      (8) Poster committees
      (9) Class forums on welfare questions, such as child labor, tenements, city improvements
   b. Organizations
      (1) Home economics clubs
      (2) Knights of King Arthur
      (3) Junior Red Cross
      (4) Junion civic leagues

SUGGESTIONS FOR LESSON PLANS

Our Relation With Other People

Introduction

Dependence upon one another: How we light the schoolroom in the evening. Did we make the light? How many people had a part in making it possible for us to have it? How many things can we do without making use of the service of others?

Discussion

Necessity of coöperation: In making the light; playing games; getting the comforts which make life pleasant; making public improvements—streets, sewers, water system; getting others to help us.

Communities

Why people live in groups: What a community is; the first community—the home; other communities we soon meet—the school, the church, the neighborhood, industry, the State. What each of these communities does for us; what each of these communities does for other communities

Application

No one lives to himself alone; every one is dependent upon thousands of other people, some of whom he will probably never see; pleasant coöperation among people is the only way to get things done well; if I do not do my part, every group to which I belong is worse off.

Health

Introduction

Can a person decide for himself whether he will be sick or well? Can a community determine its own death rate?

Discussion

Why a person wants to be well
- Comfort
- Efficient work or play
- Usefulness to associates

Why a community wants its people to be well
- General happiness
- More productive industry (except when workers are frequently out through sickness)
- Reputation of the community
- Cost of sickness—physician, nurse, loss of time, etc.

Conditions necessary to good health
- Pure air
- Pure water
- Pure food
- Exercise
- Cleanliness
- Freedom from contagion
- Rest
- Freedom from worry
- Correct posture, whether sitting or standing

Conclusion
- Good health is a prime necessity
- Some conditions we can provide for ourselves
- Some conditions the government must help us to get

Protection of Life and Property

1. Aims

   Teacher's Aim: To develop an appreciation of the need of organized coöperation in order to lessen the load of life and loss of property occurring in community life.

   Pupil's Aim: To find out the dangers to life and property he, as a member of his community, is facing, and to determine the best line of action which he as a citizen should follow to lessen those dangers.

2. Material

   The experience of the members of the class; current newspapers; magazine articles; reports of government departments of the local community, the state, the nation; leaflets and bulletins of National Safety Council; statistical material; textbooks in Community Civics.

3. Method

   Class discussions with summaries providing a conscious pooling of information; compilation of the classified experience and information providing a basis for further discussion (may be placed on the board or made otherwise available for common use); special reports on specific topics previously assigned.

4. Presentation

   Approach

   Discussion of some serious accident occurring in the community or reported in the papers.
   - Kind of accident
   - Cause

Loss of life and property—value of a human life
How it might have been prevented
How the loss attending it might have been lessened
Similar accidents within the pupils' experience or knowledge
Statistics showing the aggregate of losses from similar accidents in local community, state, nation

Danger to life and property
Kind
Accident
In buildings: houses, schools, public buildings; industrial establishments
In the street: traffic; street dangers other than traffic
In transportation
Land transportation
Water transportation
Air transportation
In industry: the work of the industry; the plant
Fire
Floods
Law breakers
Domestic disorder
Foreign enemies
Natural catastrophes
Causes
Resulting losses

The place of the individual citizen
Coöperation with agencies for prevention

Assignment
Gathering material for the next step, the discussion of the agencies for prevention

Education

Introduction

How long do you expect to attend school?
Why are you attending school now?

Discussion

Why do we have schools? Assemble all reasons given and then group them

A. To help people to earn a living

In what occupations are you most interested? What good will education do you in them? What occupations pay best? Is education needed for them?

B. To get more and better equipment for life

What do you enjoy which would be impossible for you if you had not been in school?

What pleasures, recreations, or ways of spending leisure time will you enjoy better if you are educated?

C. To make good citizens

Are good citizens more necessary under a free government than elsewhere?

Does it make any difference to you or to the community if your neighbor is not a good citizen?

Is it worth while for the community to pay for educating people, some of whom have to be forced to go to school? What subjects (or do all of them) that are taught in school help to make you a better citizen?

Problems for assignment

How much does it cost your community to keep its schools going?

How many different grades and kinds of schools are in your public school system? In any other school system that you know?

How many different means of getting education or knowledge can you enumerate, outside of the public schools?

Recreation

Introduction

What are you going to do after school today?

What is the use of spending time on recreation?

Do we really need to have a good time?

What is a good time, anyway?

Kinds of recreation

For grown people

For young people

Harmful recreations

The community's interest in recreation

Does it make any difference to the community how one spends his spare time? Ought the community to provide means of recreation? What kinds? Which is more desirable, playground supervision or the policeman? Facts about municipal theaters in other cities and countries

For next time

List of all forms or means of recreation which your community taxes itself to provide, classified as "physical" and "mental."

List of all forms or means of recreation which private gen-

erosity makes available in your community, similarly classified. Be prepared to describe how many from the second and third lists, if any, ought to be taken over into the first list.

Community Planning

Introduction

When you go to a theater or public meeting place do you care whether the place looks attractive?

Why do people paint their houses?

The benefit of attractiveness to a community

Impression upon visitors

Effect upon life and ideals of its own people

Money advantages

How our community has already been improved

For assignment

Pictures before and after improvements

List of features of one's home which count toward civic beauty

List of features of school building or grounds which count toward civic beauty

(All this is introduction to the study of such community problems as "Streets and their care," "City Planning," and the like)

Communication

Introduction

Explanation of working of telegraph, telephone, wireless, preferably by pupil who can do it himself; stories of Morse, Bell, Marconi

Importance

Extent to which telegraph, telephone, and post office are used in some particular business

When best to use one and when another

How did George Washington get along without them?

Could we do so?

Government and the means of communication

Which of those mentioned are operated by the government and which are not?

Do other countries follow the same policy?

How the government controls private corporations doing this kind of business

Interstate Commerce Commission

Public Service Commission

Perhaps arrange for a debate on government ownership and operation of telegraph and telephone

Transportation—Streets and Roads

Introduction

Why do we have streets?

Were you ever driving on a muddy road and have you had your car or team nearly stuck there?

Paving

Why do we pave our streets?

Kinds of paving used in our neighborhood

Kinds of paving most suitable for particular streets

Construction

Have you seen a new street laid out? Describe the process

Show samples of paving

Who does this work? Why? Who pays for it?

Who makes repairs? Who pays for them?

Who has the right to tear up the streets? Is it done too much? Is the paving relaid properly?

Street lights

Why have them; where located; kinds; who furnishes the light

Street planning

Map of your community, of Philadelphia, of Pittsburgh—Make comparisons

Merits of different plans—in these communities and others

Who adopts the plan? Who decides when a new street is to be laid out?

How wide streets should be—how steep

What systems of names for streets can you mention?

Importance of careful planning

Transportation—Railroads

Introduction

How did Washington travel to be inaugurated?

How did Harding travel to be inaugurated?

How differently would Harding have spent his time between election and inauguration if there had been no railroads?

Importance to a community

Map showing railway lines in our community

By what lines and from what places do our coal, meat, flour, etc., come to us? What would happen to us if a bad snowstorm, washout, or strike should tie up these roads for two weeks?

What effect if their freight charges were doubled?

Control of railroads

Do the managers of those roads live in your community?
Do you know them?
Why are they in the railroad business?
Are they interested in the welfare of your community?
How could they harm it or help it? Evil practices of some railroads
Is it right for the government to control railroads more than it controls carpenters, doctors, newspapers?
Agencies to see that the railroads do business fairly
Interstate Commerce Commission—why organized, members, work
Government operation of railroads during the World War—reasons; how done; are we likely to go back to it? This leads naturally to a summary and review of all government agencies affecting transportation

Wealth—Spending and Saving

Introduction

Why do your fathers and your older brothers and sisters work?
What is the good of money?

Wise use of money

Spending: Does a good business man simply buy and sell things from day to day without thinking of his business next week or month or year?

Should a family's money be spent on any different principle from a business man's?
A family budget
What it means
Elements entering into it
Proportion for each element
Benefits of careful planning
Why not do the same way with your own personal expense?

Saving: After getting our necessities and other reasonable things, if any money is left over what shall we do with it?
Should everybody try to save something? Why?
Kinds of investment—foolish; safe
Best way to employ small savings

Application

Let us resolve to know where our money goes and to plan for saving some of it

Let us insist that our government officials plan and account for the handling of public money (Is the budget system used in your community?)

Let us use wisely and conserve the national resources of our country and try to make others do the same

Care of the Unfortunate

Introduction

Have you ever been asked to lend or give money to people?

What kinds of people have you helped?

How to help wisely

Should you give money to a beggar at your door? On the street?

Reasons why people are poor (Reviewed if previously discussed tabulated if taken up here for the first time)

What kind of help is most needed in each case in the above list? Do you know, or is any other citizen likely to know, just what help will do the most good in a particular case?

Who is going to find this out?

Charitable societies

Why formed (Conclusion from above questions)

Describe the work of any that we know to the class

Who keeps them going

Why is it desirable that one charitable society should know what another is doing?

How this coöperation is brought about (Associated Charities)

How Our Laws Are Made

Introduction

Would you like to live in a place where there were no laws? Why?

Explanation

What is a law?

Why must we have them (e. g., rules in games)?

A law is, or ought to be, the opinion of the majority as to what should or should not be done

Making a law

Upon what is a law based? (Experience, knowledge, sense of justice, judgment of future events, etc.)

Can you propose a law? Who can? If you think a law ought to be made, what can you do about it?

Why do laws have to be made by council, legislature, congress, etc.?
Limitation of endless debate
Representatives speaking for the people

Assignment

Find out who represents your district in Congress—in the Legislature—in Council (if you live in a borough or city)
Visit (as a class or by delegates) session of council, legislature, etc.; or arrange for talk to the class by a member
Study an outline of the process of law making

Political Parties

Suggestion

Plan the course so that the study of "Elections and Parties" will occur just before an actual election is to be held

Introduction

What do you mean when you say "He is a Republican" or "He is a Democrat"? Why is he one or the other? What do people do on election day? Why?

Discussion

Origin of names of present parties
Why they were organized
What any organization can do which its members can not do as individuals
How men express their opinions on current issues
Why there is an honest work which party organizations can do
Why party organizations are sometimes harmful

Questions

Do party names today stand for the same things as when these parties first appeared?
Should a person who votes for a certain party this year feel bound to support it next year?
Are parties necessary in local elections?
Need the same party names be used in local elections as in national elections?
Would people take as much interest in politics if there were no parties?
Is it wise to have only two big parties?
Has popular government ever existed without parties?
How do parties help to voice public opinion?
What value, if any, has independent voting?

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SYLLABUS IN ENGLISH

SYLLABUS IN ENGLISH

PART I. POINT OF VIEW

A. DEFINITION OF ENGLISH

The School Code in providing for the branches of instruction in the elementary schools of Pennsylvania uses this phrasing: "English, including spelling, reading, and handwriting....." The course of study in English for elementary schools will be organized to meet this legal definition.

The word English evidently means the language that is to be used by the pupils of our schools in the communication of thought and feeling. It is to be the common tool for gathering information through listening and reading and for giving such information to others through speaking and writing. In other words, English is to be the medium used in organizing experience.

Language must make sense. It must say something that is worth saying and say it so that it can be comprehended by persons who listen or read. Furthermore, the words should be spoken or written in such a way that what is composed will agree with the commonly accepted forms used in speech and writing.

B. READING

Reading is using experience in finding out the thought and feeling that have been put into printed pages. It is an art and as such is improved through practice and an enlarged experience. It is not completed at any particular time. It serves continuously as the medium for organized information and experience. It is the basis of ability to study. For this reason it becomes the fundamental branch in the elementary schools.

Reading is more than word recognition and word naming. It involves associating ideas in groups and comprehending the meaning of the sentence as a whole. Effective habits should be developed in grasping with ease and accuracy the related sense of the sentences as they follow each other on the printed page. There should also develop the ability to impart this meaning aloud to a group of listeners.

1. *Mechanics of reading.* The mechanics of reading ought not to be developed more rapidly than is the ability to comprehend what is read. Pupils should acquire the skill necessary to analyze words and to pronounce them without hesitation; but at the same time the meanings of such words should become clear.

Special drill periods should be provided for effective practice in the production and enunciation of correct speech sounds apart from the content reading lesson. By the fourth year the child should be able to analyze and pronouce accurately words within his comprehension, and should have fairly well-established speech habits in reading. From the fourth year on the pupil should be trained in using the dictionary as an aid in pronunciation.

Drill in phonetic quantities should be specific, accurate, and brief. It should emphasize consonant as well as vowel sounds and should provide exercises in syllabication and accent.

In addition to words as units in reading, attention should be given to the recognition and announcement of the more common phrases.

2. *Oral reading.* This is the natural kind of reading in the primary grades. But every oral reading lesson must of necessity emphasize the thought of what is read, or expression will be neither fluent nor natural. The selections, however, should be of real interest and within the range of the pupils' experiences if right meaning and expression are to be secured.

3. *Silent reading.* Silent reading is the art of getting the sense from what has been written or printed. It may be done in reference books for the purpose of securing accurate information or it may be in the nature of careful study. Again, it may be the casual reading of newspapers or it may be recreational reading in books of literature. In fact, it is a necessary art in the acquisition of nearly all the subject matter offered in school and nearly all information and impressions gathered outside of school.

Silent reading should improve noticeably from year to year, beginning with the first school year. By the end of the third school year a pupil ought to be able to comprehend a simple statement of fact. This ability to comprehend what is read should develop rapidly in the fourth, fifth, and sixth years through the introduction of geography and history. Some of the best practice in silent reading will come from the varied subject matter drawn from these and other branches.

In addition to intensive practice in silent reading that is in the nature of careful study, much opportunity should be given to pupils for recreational reading—for finding joy in an interesting content, rich in imaginative experience. Many books that make an instinctive appeal to childhood ought to be available in the reading course. Probably the most useful habit acquired in the elementary schools will be that of reading good books in leisure time.

C. COMPOSITION

Composition is the actual communication, by means of speech and writing, of ideas that have been gained through experience. This experience must be continuously enriched by observation, by listen-

ing, by reading, and by activities. There must also be abundant opportunity for the communication, in natural situations and for real persons, of such experience as is of interest and value.

All such communication of experience should be done according to commonly accepted standards of usage and standards that are practically attainable by a majority of the pupils. These standards, however, should be flexible. Composition is a continuing process, always capable of further improvement and never wholly completed at a particular time.

Teachers should keep in mind that usage in speech and writing on the part of pupils is nothing more than language habits resulting from continued practice. Such usage has not been formally taught; it has for the most part been caught through imitation. All criticism that is for the purpose of bringing about better habits of expression should be unobtrusive, sympathetic, and stimulating. It should never be so insistent and exacting that it represses. The first object of all work in composition is to liberate ideas and expression.

1. Speaking. Speaking has to do largely with informal conversation, with answering questions, with topical explanations, or with recounting experiences. The ideas involved should be worth while, they should be organized so as to keep to the points under consideration, and should be presented in a clear, correct, and courteous manner.

a. Words. All pupils should accumulate gradually a usable oral and written vocabulary. There is always a right word to use, one that will convey the meaning intended. Words thus selected make the foundation for all effective work in composition. All words used in speaking should be correctly pronounced; that is, they should be said with the right phonetic quantities, syllabication, and accent, They should also be said in an agreeable quality of voice.

b. Sentences. A sentence is a unit of thought. It is not composed by rule but results from the sentence-sense. This sentence-sense is the ability to know when a thought begins and when it ends. Its possession is the most necessary accomplishment in composition and the most difficult to develop.

In connection with the acquisition of the sentence-sense, habits of correct grammatical usage should be fixed. Careful attention given to this in the earlier years will prevent many gross errors in the use of verbs and pronouns in later years. Pupils who make mistakes in speaking should be encouraged to criticize their own composition. If the use of errors is common in a room a kind of speech conscience should be aroused. In addition to this, abundant opportunity should be given for practice in the use of correct forms.

2. Writing. What is called written composition in the elementary years is putting on paper what has first been composed orally by the children. They need to think out loud and find out what they have to say before they write it down. The principal thing is to learn the written form as it is needed, and no faster.

The one kind of writing that should be adequately used as practice is that of letters. There is a real motive in letter writing and a real opportunity for relating, explaining, or describing to a particular person what is of interest.

a. Spelling. As the choice of words has been made orally in the act of composing, the next thing necessary is their correct spelling when written. A pupil should be able to spell all the words he needs to write, and no others. He will be able to pronounce many words, and recognize many more, in silent reading that he may never need to spell.

The words to be spelled will come under two classes. The first will include a couple of thousand of the more common words that are ordinarily used in writing letters. For this class there should be provided definite instruction in spelling from the second year on. The second class will include the words needed in the other branches of study. They should be taught where they occur.

b. Sentences. After the sentence-sense has been acquired orally it will be necessary to develop the sentence form used in writing. Punctuation, capitalization, and the arrangement of sentences on a page, as they are in composition such as letters, will need to be carefully directed.

c. Handwriting. A written page should be neat, well arranged, and legible. Specific and directed practice and co-operative effort are necessary to bring this about. Exacting formal drill, however, should not be given before the fourth school year.

D. LITERATURE

It should be the teacher's privilege to develop in her pupils a taste for good literature and to see that the opportunities for satisfying that taste are provided. No service that a teacher can render will be of greater value in providing pupils with a resourcefulness for leisure hours.

1. Through listening. The original way of presenting literature was by word of mouth—and a very effective way it is. The method is of great value today in teaching stories and verses.

a. Poems for learning by heart. Every child should get as much of beauty and truth from poetry as he can. The class should be led

to absorb the thought and feeling beneath the figurative language. All verses should be said in a musical tone of voice, in a natural time and swing, and with a due observance of the poetic pause.

b. Stories to tell. The ancient art of story telling can arouse the interest and sharpen the perception of practically every child. The first concern of story telling is one of literature and not one of language. Every child ought to possess a generous amount of the traditional fables, folk tales, and legends of the nations. The story hour should be one of joy in which the desire to know more of story books is stimulated.

2. *From reading books.* More books are needed for children's reading than ever before—and there are more good ones to select from. More time should be diverted to joy reading, especially during the winter season.

Many of the books outlined for recreational reading are fairly expensive. Pupils should be taught to take proper care of them as well as how to read them to advantage. No investment made by the school will be more profitable than will the one made for books of good literature. They are the one indispensable equipment needed in all schools.

PART II. OUTLINE BY GROUPS AND YEARS

A. GROUP ONE: FIRST, SECOND, AND THIRD YEARS

1. General aim and scope. The work in English for this group embodies the major portion of the child's intellectual life in school. As such life is largely concerned with gaining information and impressions and in learning how to communicate them, the English work should aim to stimulate the child's imagination, to awaken his interest in nature, in literature, in his relation to other persons, and to direct him in organizing, exchanging, and enlarging the experiences that grow out of such interests. The child, not the subject, is to be taught. He must really experience English.

The scope of what is done in English will vary with the experiences of children and with the skill exercised in organizing such experiences. The average child under average direction might, at the end of three school years, be expected to possess a majority of these attainments: To read with understanding and fluency books within the range of his experience and to have read from twenty to thirty books for supplementary or recreational reading; to have a vocabulary of from six to eight hundred common words that can be correctly pronounced, spelled, and used in sentences; to have developed speech habits that will give distinct enunciation in pleasing and natural tones; to give an oral answer that is sensible and in complete sentence form to a question that is known; to tell a personal experience in a few related sentences; to write correctly and legibly from dictation a few direct statements that are readily comprehended; to relate with but few errors in speech a half-dozen stories; to repeat in distinct and natural voice from a hundred to two hundred lines of poetry; to enjoy the many-sided experiences that come from activities and books, and to talk interestedly about them.

a. Reading. Reading for this group should aim first to establish a correct interpretation of sounds and groups of sounds; in other words, to have ear vocabulary before an eye vocabulary is established. It should further aim to develop independence in the recognition of words through phonetic analysis and to cultivate habits of intelligent reading; that is, to get the thought of what is being read and to convey that thought to others through good oral expression.

Children should be led to feel that reading is thought-getting; that oral reading is thought-giving, not word-saying. They may, from the very beginning, be led to work for thought and to express thought—really to read.

(1) The process. Good reading depends upon the power to get the thought which lies back of the printed page, and this in turn depends upon the power to recognize, understand, and pronounce words. If there is no hesitancy in word-recognition and no lack in thought-getting, fluent and expressive reading may be obtained with comparative ease. But words are meaningless unless they stimulate thought, and the greatest stress must be laid upon the thought-getting and the least possible stress upon word-getting.

(2) Word drill. Thought mastery, however, will depend largely upon word mastery since the words are the medium through which the thought is obtained. The child must be taught how to acquire words most quickly, most surely, and most accurately, so that thought may predominate and the mechanical process be kept in the background.

(3) Phonetic work. Phonetics as related to speech production should be taught to all children who need it as soon as they enter school. Probably three-fourths of the children will need some work of this nature. The character of what is to be done is suggested in E, Part III (page 259).

Phonetic work is also related to the recognition of new words in reading. After the child has learned to visualize and has developed the habit of looking for and grasping the entire thought, and has gained power to analyze, he may be given such phonetic work as will help him to become independent of the teacher in his mastery of new words. This may be done by leading him to a habit of analyzing words into their phonetic elements. He will learn to recognize the elements in unfamiliar groupings and will then gain power over new words. He may be led to find simple sounds and combinations that will aid materially in enlarging his reading vocabulary. Particular care should be exercised to see that pupils do not gain facility in calling words that they do not at the same time understand.

If properly taught, the phonetic work, as a means of finding new words, may be completed during the first two years; but for the sake of drill and for clear and accurate pronunciation it should be continued to some extent during the third and fourth years. Much attention should be given to clear and distinct articulation. In addition to good phonetic expression the teacher should see that the child is building up daily a vocabulary that is clearly understood.

(4) Supplementary reading. Fluency comes with practice, and the best way to have the child become familiar with words and to have him grow into the habit of thought-getting, will be to have him read a number of books of similar difficulty in each grade. The teacher should have one book for basal work and at least a half-

dozen other books for supplementary work. It is a matter of common observation that the pupils who have the greatest power to grasp thought from the printed page are those who have read most extensively.

(5) Silent reading. Even during the first grades, the silent reading, or study of the sentences or small groups of sentences, should precede the oral reading; in other words, interpretation should precede expression. With the third grade should begin the silent reading of larger groupings of thought.

b. Composition. In this group of years the composition work is largely oral. It should aim to arouse a desire to speak well, to talk freely and with zest about things of particular interest, to speak in complete sentences, to speak equally well in all classes, to do neatly and accurately whatever written work is attempted, and to build up a usable vocabulary.

The nature of what is to be done will fall largely under four heads:

(1) Story telling. Reproduction, even if it is verbatim, of the stories presented from literature is a fruitful exercise in oral English. Dramatization of a few stories is an interesting and valuable variation from the direct narrative. Telling stories from pictures within the range of the child's understanding is also valuable.

(2) Conversation. This is best handled in relation to the personal experiences of the pupils. The subject matter in nature study, geography, and the social studies for the first three years will afford abundant material for these exercises.

(3) Correct usage. A certain number of prevalent errors among the children should be corrected each year. An ambition to speak well should be aroused in the pupils. Criticism should always be tactful, good-natured, and kindly.

(4) Spelling. Many of the common and troublesome words that are misspelled in the later school years are found in the spelling lists for this group. They should be learned before the pupils enter the fourth year.

c. Literature. For this group the aim should be to interest pupils in literature of real value and to induce a liking for it. It is included for purposes of mental and emotional stimulation and not for purposes of formal drill. It should be pursued with joy by the children. They should absorb as much of its wealth of thought and beauty as their experience will permit, and it should be done without too much explaining on the part of the teacher.

(1) Poems. The poems of literary merit that are herein listed should be used for learning by heart by all pupils who can readily do so. All pupils should learn to remember poems by first lines as well as by titles. The poems should be taught through the ear. This should be done with a careful attention to tone of voice, time, and the poetic pause.

(2) Stories. The stories outlined by years for this group are well known and are a fixed part of literature for children. They will open up wholesome fields to the imagination and foster a capacity for the enjoyment of good books.

Story telling is an old art, and a valuable one. It needs to be learned by every primary teacher. She should use simple language, suited to the type of the story, and should not drift into acting or moralizing.

(3) Books. The children's books listed are for recreational reading, reading for fun. The greater number of them have fixed places in literature for children. They should be owned as a part of school equipment. Pupils should be urged to buy on their own account copies of books they like to read.

Pupils should be encouraged to read books in vacant time at school as well as in spare time at home. Teachers should tactfully work to get all pupils started in the reading habit. Reading aloud of brief and interesting portions of books by the teacher will often stimulate pupils to find out more about the story through reading the books themselves.

Pupils must be taught how to use and to respect books. They should be shown how to open a book for the first time, how to turn the leaves, how to sit in a comfortable position in good light, and how to keep the book clean and attractive.

FIRST YEAR: OUTLINE OF MATERIAL AND METHOD

I. READING

A. Classroom

The blackboard is the first best agency in beginning the work in reading. The basal system of reading, selected according to the principles quoted in Part III, will greatly simplify the work of this and the following year. In addition to readers of the basal system a child should, during this year, read six or eight additional primers or first readers.

1. Material. The material used for the beginning work in reading should be based on the interests and knowledge of the children. Such material will result in clear ideas needed in the process of

getting thought from words as they are combined into sentences. This process must be kept prominently through all the means that are used in mastering the mechanics of reading.

a. Words. Words recognized by sight, and within the scope of the children's experience, should be the basis for the first few months' work. To these may later be added words taken from the reading material in the books.

Phonetic work should not be given until children can feel its need and value, probably at the end of about six weeks' work on sight words. They should be led to find new sounds from known words and to form the habit of seeing known parts in a large unknown, and of quickly putting these parts together to find the unknown. This process ought to result in the real purpose of such drill, to help to make the child independent in recognizing new words.

It should be remembered that phonetic exercises must be made a means and not a mechanical end in themselves in word recognition. But phonetic exercises for speech production are an end in themselves, and should be so used when needed.

b. Sentences. Children should be led from the start to recognize the sentence as the unit of thought and therefore of expression. Sentences must be short and within the range of the children's experience. As phrases play an important part in skillful reading. the common ones should be taken up along with words and used in helping to build up sentences.

c. Books. An adequate basal reading system should be used and adhered to. For supplementary practice at least five or six books should be selected from the following suggested list, or other titles:

Baldwin, James—A fairy reader—American
Blaisdell & Blaisdell—Child-life primer—Macmillan
Craik, Dinah M.—So-fat and mew-mew—Heath
Cyr, Ellen—Dramatic reader—Ginn
Davidson & Bryce—Busy brownies at play—Newson
Fox, Florence—Indian primer—American
Grover, Eulalie—Sunbonnet babies—Rand
Grover, Eulalie—Overall boys—Rand
Holton, Martha—Holton primer—Rand
Judd, Mary, ed.—Palmer Cox Brownie primer—Century
Lane, M. A. L.—Oriole stories—Ginn
McMahon, Helen—Rhyme and story primer—Heath
Perkins, Lucy F.—Dutch twins primer—Houghton
Smythe, Emma L.—Reynard the Fox—American
Treadwell and Free—Reading literature: the primer—Row
Wiley, Belle—Mother Goose primer—Merrill

2. *Method.* The teacher should first of all make a skillful use of the blackboard. Such work needs careful planning. A primary reading lesson consists of two parts, a word drill and a reading practice or sentence drill. At first both of these can be done to great advantage from the blackboard. Later, the word drill alone need be done in that way.

a. Silent reading. A silent study should always precede any attempt to read sentences aloud. A child should know the thought before he tries to tell it. The material should consist of active sentences that can be made clear to the class.

When a child is first given the primer he should be carefully instructed in how to hold and to look at so difficult a tool. Plenty of time should be taken in developing right habits of looking at a printed page and learning to follow sentences without undue eye strain.

b. Oral reading. When a child reads orally he should read for some one—teacher, pupils, or other persons. As he must make his audience hear and understand, he must learn how best to use his voice, to enunciate distinctly, and to pause properly in phrasing.

Dramatization of reading selections will be a great aid to oral expression, if it is well directed.

B. Literature

1. *Stories to tell.* The teacher in this year should cultivate herself in the art of story telling. She needs to read many stories and different versions of the same story, and to possess a half dozen good collections of stories. A guide such as the bulletin entitled *Stories to Tell to Children* issued by the Carnegie Library of Pittsburgh is invaluable.

"Story telling is a simple art. Like every other art, however, its development offers unlimited opportunity for study. Because it is an interpretation of literature, an appreciation of literature in general and of the particular stories to be told, is necessary. In each story the situation must be realized, each scene visualized, the underlying thought apprehended, every emotion and thought transition conceived, and the characters made real acquaintances."

From the following suggestive list at least one story might be used for reproduction and dramatization each month:

Jacobs—The ant and the grasshopper
Jacobs—The cat and the mouse in the malt house
Jacobs—The dog and his shadow
Grimm—The elves and the shoemaker
Jacobs—The fox and the grapes

Jacobs—The frog and the ox
Jacobs—Henny-penny
Jacobs—Johnny-cake
Jacobs—The lion and the mouse
Perrault—Little Red Riding Hood
Bible—Moses in the bulrushes
Jacobs—The old woman and her pig
Jacobs—The three bears
Thorne-Thomsen—The three billy-goats gruff
Jacobs—Three little pigs
Johnson—Travels of a fox
Harris—Why the bear has no tail

2. *Poems for learning by heart.* From the following list of poems one a month should be selected for the children to learn. These selections are listed by author and first line. Where the poem has a title apart from the first line, the title should also be learned. The teacher should familiarize herself with these poems. As a primary teacher she cannot afford to be without such delightful volumes as Stevenson's *A Child's Garden of Verses* and De la Mare's *Peacock Pie* and such a useful anthology as Burton Stevenson's *Home Book of Verse for Young Folks.* The poems should be presented through the ear and should not be forced. The child should be taught time, pauses, and voice qualities in saying verse. Individual, not concert, recitation should be used.

Blake—Little lamb, who made thee
De la Mare—All but blind in his chambered hole
De la Mare—Hide and seek says the wind
Field—The Rock-a-by Lady from Hush-a-by Street
Houghton—Lady Moon, Lady Moon, where are you roving
Rossetti—Boats sail on the river
Rossetti—The horses of the sea
Rossetti—Who has seen the wind
Sherman—At evening when I go to bed
Stevenson—In winter I get up by night
Stevenson—The friendly cow all red and white
Stevenson—I have a little shadow
Tennyson—Minnie and Winnie slept in a shell
Tennyson—What does little birdie say
Unknown—I saw a ship a-sailing
Unknown—Sleep, baby, sleep
Unknown—I saw three ships come sailing by
Unknown—Little Bo-Peep has lost her sheep

3. *Recreational reading.* The following books are well made, well illustrated, and attractive in every way. They ought to be available to children. Copies of them should be placed on the book shelf for the room. Pupils should be taught how to handle with care these attractive books. They should be given opportunity, during school hours, to "puzzle out" what they can—and it will be surprising how much they will gather from the pictures and the print.

Bates, Katherine Lee—Once upon a time—Rand
Bennerman, Helen—Little black Sambo—Stokes
Brooke, Leslie, il.—Johnny Crow's garden—Warne
Brooke, Leslie, il.—Nursery rhyme picture book—Warne
Caldecott, Randolph, il.—Panjandrum picture book—Warne
Dodge, Mary M.—New baby world—Century
Greenaway, Kate, il.—Mother Goose—Warne
Headland, Isaac—Chinese Mother Goose rhymes—Revell
Johnson, Margaret—A bunch of keys—Dutton
Lane, Martha—Stories for children—American
Lefevere, Felicite—The cock, the mouse, and the little red hen—Jacobs
Potter, Beatrix—Peter Rabbit—Warne
Poulsson, Emily—Through the farmyard gate—Lothrop
Rackham, Arthur, il.—Old nursery rhymes—Scribner
Smith, E. Boyd, il.—Chicken world—Putnam
Smith, E. Boyd, il.—In the land of make-believe—Putnam

II. COMPOSITION

During this year the child should learn to answer and ask questions in conversation, to make two or three simple statements about what he has seen or heard, and to reproduce a story. The work should be wholly oral.

A. Conversation. This should be made up of asking and answering simple questions about things of interest in connection with the home and school environment. Play interests, pets and wild life, and the weather indicate the nature of the material. The teacher should turn to the material outlined under nature study, the social studies, art, and health for this year. Conversation is a coöperative procedure in school and is made use of in all branches of study.

B. Reproduction. Stories told by the teacher and selected from the list under literature will afford material for reproduction. This should start with a fable as the easiest form to study. Reproduction of stories found in the reading lesson should be regarded as composition exercises. Reproduction, however, must not be overdone. Its value is very limited compared to a child's efforts to recount his own experiences.

C. Talks before the class. The child of his own accord should tell in several simple sentences what he sees in a picture or what interests him outside of school.

D. Common usage. Using language is an art and the result of habit. For that reason attention should be given to such matters relating to English as the following: Voice qualities, pronunciation, right forms of pronouns, right forms of verbs, right choice of words. Cultivate a use of the *right* forms. Class drill on gross errors made by a part of the children is of doubtful value. Correction of such

errors is largely an individual matter and should be done with tact. The effort for correct usage should be positive and should not emphasize the incorrect form by too many cautions and by calling too much attention to it. Yet prevalent speech errors can with profit at times be made the subject of special group drill.

Common usage in indicating the beginning and ending of a sentence as a unit of saying something should be pointed out from sentences placed on the board and from the sentences on the pages of the primers.

E. Spelling. Spelling should, for the most part, be incidental in this year, practically no attention being given to it during the first half of the year. The spelling list should include common words, largely of one syllable, that are phonetic, and should be made up from the reading material. The spelling should be oral.

F. Handwriting. Handwriting is of minor concern for this year and should not be forced. What is attempted should be done largely at the blackboard, the letters should be large, and the larger muscles of the arm brought into play. It is from the blackboard that right perception is acquired and where performance should first be attempted. A model alphabet should be kept on the blackboard. Late in the year easy lessons might be attempted on position of the body at the desk and of the arm and hand in using a pencil.

SECOND YEAR: OUTLINE OF MATERIAL AND METHOD

I. READING

A. Classroom

1. Material. The material for this year should be along the lines indicated for the first year, with a marked enlargement of sight and phonetic words and a marked increase in the comprehension and expression of sentences.

a. Words. Brief, vigorous, and systematic drill periods in phonetics should be given as needed. The teacher must determine the nature and extent of such drill. This exercise should bring about clear pronunciation in reading. As an exercise it is not of much value in itself. There should be an accurate study of the meaning of all new words and idioms and practice in saying common phrases.

b. Books. In addition to the readers of the basal system, at least one book a month should be read. Selections could be made from the following, or from other appropriate titles:

Baldwin, James—Another fairy reader—American
Bryce, Catherine—Child lore dramatic reader—Scribner
Dutton, Maud—In field and pasture—American

Harris & Cooly—Eugene Field reader—Scribner
Higgins, Mary—Holidays in Mother Goose land—Newson
Holbrook, Florence—Hiawatha primer—Houghton
Johnson and Barnum—Book of plays for little actors—American
Johonnet, James—Book of cats and dogs—American
Lucia, Rose—Peter and Polly in spring—American
Marcomb, Margaret—Red feather—Lyons
Norton, Chas. Eliot—Heart of oak books, Book I—Heath
O'Shea, M. V.—Old World wonder stories—Heath
Patch, Edith M.—Hexapod stories—Atlantic
Skinner & Lawrence—Little dramas—American
Smith, Mary E.—Eskimo stories—Rand
Walsh, Charles—Perrault's tales of Mother Goose—Heath
Tilcston, Mary W.—Children's hour—Little

2. *Method.* Word drill for both meaning and pronunciation should be given before silent study and oral reading are attempted. The grouping of words into phrases should also be pointed out.

a. Silent reading. This phase of reading should take up nearly half of the reading time and should precede the oral practice. The child must comprehend the meaning of words used in sentences before trying to express such meaning. There should be much practice in this so that the child may pick up the ability to read the recreational group of books with ease and pleasure. Give attention to care of the eyesight and to a proper position for the book.

b. Oral reading. This should be done for a particular person to listen to. A clear and properly pitched tone of voice, together with distinct enunciation should be developed. Effort should be made to secure fluency with a careful regard for phrasing. A position that will lead to easy breathing and natural voice production should be cultivated. A disciplined attention has much to do with oral expression.

Dramatization should be used as an incentive to good oral reading, and it should be done with care.

B. Literature

1. *Stories to tell.* Follow the suggestions for the first year and select from the following list at least one story for each month:

Jacobs—Androcles and the lion
Jacobs—Belling the cat
Grimm—Brementown musicians
Bulfinch—Ceres
Perrault—Cinderella and the glass slipper
Bulfinch—Clytie
Bible—Daniel in the lion's den
Kipling—The elephant's child
Grimm—The fisherman and his wife

Jacobs—The fox and the stork
Grimm—Hansel and Grethel
Grimm—The hare and the hedgehog
Jacobs—The history of Tom Thumb
Perrault—Jack and the bean-stalk
Thorne-Thomsen—The lad and the north wind
Jacobs—The lark and her young ones
Bible—Samuel's boyhood
Perrault—Sleeping Beauty

2. *Poems for learning by heart.* Follow the suggestions for the first year and select one poem each month of the ones you like best from the following list:

Allingham—Up the airy mountain
De la Mare—Some one came knocking
De la Mare—Mrs. Earth makes silver black
De la Mare—Sunlight, moonlight
Holland—Rockaby, lullaby, bees in the clover
Field—Wynken, Blynken, and Nod one night
Kipling—I keep six honest serving men
Lear—The owl and the pussy cat went to sea
Shakespeare—Come unto these yellow sands
Shakespeare—Where the bee sucks, there suck I
Stevenson—How do you like to go up in a swing
Stevenson—When I was sick and lay a-bed
Stevenson—Dark brown is the river
Stevenson—Whenever the moon and stars are set
Tennyson—Dainty little maiden, whither would you wander
Tennyson—Sweet and low, sweet and low
Unknown—Oh, who is so merry, so merry, high ho!
Unknown—Hush, the waves are rolling in

3. *Recreational reading.* The books suggested for this year should be on a book shelf in the classroom. Pupils should be instructed in handling them with care and reading them to advantage. School time should be given to the learning of this useful art. A book a month selected from the following titles should be read by each pupil:

Brooke, Leslie—Golden Goose book—Warne
Burgess, Thornton—Old Mother West Wind—Little
Cox, Palmer—Brownies: their book—Century
Cruikshank, Geo.—Fairy book—Putnam
Dodge, Mary M.—New baby world—Century
France, Anatole—Boys and girls—Duffield
Francis, Joseph G.—Book of cheerful cats—Century
Hopkins, William J.—Sandman; his farm stories—Houghton
Lang, Andrew—Princess on the glass hill—Longmans
Lang, Andrew—Dick Whittington—Longmans
Meyer, Zoe—The outdoor book—Little
Mitchell, Lucy S.—Here and now stories—Dutton
Perrault, Charles—Fairy tales—Dutton

Pyle, Katherine—Careless Jane—Dutton
Smith, E. Boyd—Farm book—Houghton
Smith, E. Boyd—Seashore book—Houghton
Walsh, Charles—A book of nursery rhymes—Heath
Warne, E. K.—Nonsense dialogues—Macmillan
Weatherly, Frederick—Book of gnomes—Dutton

II. COMPOSITION

Advance in a marked degree should be made during this year both in the ease and fluency of conversation, in keeping to the theme in reproduction, in talking in a more orderly way about what has been seen, heard, or read, in knowing when a sentence begins and when it ends, and in learning to speak in agreeable, distinct voice, with the idea in mind that some one is listening and wants to understand.

A. Conversation. The effort to secure the asking of courteous, sensible questions and the answering of the questions asked should continue. As in the first year, the material should be drawn from the home and school environment and from what is required for this year in the other branches of study. Composition is being done when pupils learn about the food and habits of animals, about rain and snow, about food and habits of play that keep boys and girls healthy, about how people live and what they do, and about the way objects look and feel; that is, when they are doing what is to be done in nature study, the social studies, health, and art. Interesting material may also be found in pictures and in the observance of holidays such as Thanksgiving and Christmas.

B. Reproduction. The material in the stories outlined under literature and in the readers used in class should be used for reproduction. The child should be encouraged to face the class, to talk in distinct and pleasing tones, and to make his story interesting by the way it is told. Several pupils might take part in the telling of a single story.

C. Talks before the class. The child should be urged to stand before the class and tell in a few short sentences some experience he has had and that he would like to have the other children know.

D. Common usage. The statement for the first year should be re-read. Careful attention should be given to pronunciation here, as well as in the reading period. Sentence exercises should be planned in which the correct forms of verbs and pronouns are used. An account should be kept of the errors heard and then individual corrections made as far as the time will permit. Some class exercises for eliminating the more general errors should be devised. The children should be urged to take pride in saying things in the right way.

The punctuation of the beginning and ending of a simple sentence or question should be taught through copying. The use of a capital letter in the name of a person should also be pointed out. Much of this should be blackboard work.

E. Spelling. Pupils begin to use in this year many of the difficult short words used later in written composition. The list of words should be selected from the reading material and from the common words used by the pupils. In addition to the phonetic words the list will contain a number that are not spelled as they sound. Three or four hundred words should be selected and two or three new ones studied a day as to spelling and use in sentences. There should be some written spelling introduced. Syllabication should be used in the oral spelling. There should be frequent reviews. The teacher should keep a list of words that are troublesome for the class.

F. Handwriting. During this year, fully half of the writing should be done at the blackboard. All written work, whether in regular drill periods for writing or not, should be directed by the teacher. Definite forms of letters should be taught. Definite instructions should be given on position, making it clear that a pupil cannot write to advantage unless he is in position. The periods should be short. The letter and word forms should be large and free and done by the arm movement. By the end of this year a pupil should be able to write his name, to write words from dictation, and to copy short sentences.

THIRD YEAR: OUTLINE OF MATERIAL AND METHOD

I. READING

A. Classroom

1. Material. The blackboard should continue in use as an aid in word study and in giving to the class questions to be used in the silent study of the reading lessons. The supply of books for practice should be very liberal for this year.

a. Words. Short, systematic, daily phonetic drills should be used to develop habits of quickly recognizing words by means of their phonetic elements and for familiarizing the pupils with the diacritical marks for dictionary use. Continued attention should be given to the meanings of words as used and to the sense of idiomatic expressions.

b. Books. After the book of the basal reading system for this year has been completed, about one additional reader a month should be read. The material should be drawn largely from literature with occasional material relating to history and geography.

A book shelf in the classroom should contain the titles listed for recreational reading. Pupils should have access to this at stated times. They should have free access to the supplementary readers at any time:

Anderson, Hans C.—Selected stories—Houghton
Andrews, Jane—Stories of my four friends—Ginn
Babbitt, Ellen C.—Jataka tales—Century
Bryce, Catherine—Fables from afar—Newson
Carpenter, Frank—Around the world with the children—American
Eggleston, Edward—Stories of great Americans—American
Farmer, Florence—Nature myths from many lands—American
Grimm, J. & W.—Household tales—Houghton
Holbrook, Florence—Dramatic reader—American
Holbrook, Florence—Book of nature myths—Houghton
Lansing, Marion—Life in the greenwood—Ginn
Meyer, Zoe—In the great fields—Little
Norton, Charles E.—Heart of oak books, Book II—Heath
Patch, Edith M.—Bird stories—Atlantic
Perkins, Lucy F.—The Eskimo twins—Houghton
Pyle, Katherine—Prose and verse for children—American
Scudder, Horace E.—Fables and folk stories—Houghton
Segur, Sophia—Story of a donkey—Heath
Sere, Emma—In fairy land—Newson
Stevenson, Robert Louis—A child's garden of verses—Rand
Wiggin and Smith—Posy-ring—Houghton

2. *Method.* Attention should be given to the careful planning and assigning of the reading lesson. The teacher should keep this question in mind: How can I secure better comprehension of printed matter and stimulate better oral expression—how do I assign a lesson?

a. Silent reading. Fully half of the time should be given to the silent study of reading. A part of this should be study on reading matter of a scientific nature, with careful attention to the exact meaning. Such understanding is best revealed by answers to specific questions and by pointing out the important ideas of the selection.

b. Oral reading. This should be preceded by silent study and by word drill. Emphasis should be placed on proper phrasing and pauses, especially in poetry, and on the quality of the voice as it fits the selection. At times the teacher should read to the class as an example of what is wanted from them. The teacher should always give careful study to the reading lesson.

Dramatization should be continued as an effective aid to oral reading.

B. Literature

1. *Stories to tell.* Though use will be made of story reproduction as a language exercise, the real purpose of the story is to secure

interested appreciation of story literature. The stories as stories are of substantial value in the child's mental equipment, and he is entitled to know them. Select at least one a month from this suggestive list:

Thorne-Thomsen—Allarm
Perrault—Beauty and the beast
Kipling—The beginning of the armadillo
Kipling—How the camel got his hump
Jacobs—The crow and the pitcher
Jacobs—Dick Whittington and his cat
Thorne-Thomsen—East o' the sun and west o' the moon
Grimm—Hans in luck
Bible—Joseph and his brethren
Harris—Old Mr. Rabbit, he's a good fisherman
Stockton—Old Pipes and the dryad
Bulfinch—Pandora and her box
Thorne-Thomsen—The princess on the glass hill
Jacobs—Tom Tit Tot
Harris—The tar baby
Jacobs—The town mouse and the country mouse
Thorne-Thomsen—Reynard and Chanticleer
Anderson—The Snow-queen
Grimm—Snow White and the seven dwarfs
Jacobs—The wolf in sheep's clothing

2. *Poems for learning by heart.* The teacher, after she has come to know the poems for this year, might read to the children, asking them to choose what is to be learned. Special attention should be given to the right tone of voice, the right time, and a right observance of the poetic pause in order to avoid sing-song. The repeating should be done individually.

Allingham—Good-bye, good-bye to summer
Allingham—Ring-ting! I wish I were a primrose
Blake—When the green woods laugh with the voice of spring
Coleridge—You ask what the birds say, the sparrow, the dove
De la Mare—Ere my heart beats too coldly and faintly
De la Mare—Will he ever be weary of wandering
Field—The gingham dog and the calico cat
Keats—Shed no tears! Oh, shed no tears
Kipling—Oh, hush thee my baby, the night is behind us
Rossetti—The lily has a smooth stalk
Scott—O, hush thee my babie! thy sire was a knight
Southey—Lady bird! Lady bird! Fly away home
Shakespeare—Under the greenwood tree
Shakespeare—You spotted snakes with double tongues
Stevenson—I saw you toss the kites on high
Stevenson—In the other garden
Stevenson—At evening when the lamp is lit
Tennyson—When cats run home and light is come
Tennyson—Ring out, wild bells, to the wild sky
Unknown—Come, follow, follow me

3. Recreational reading. In addition to having the books listed for this year available on the book shelf of the room, the pupils should be urged to purchase a favorite one or two from their own savings. An interesting short reading, without comment, from one of these books and then placing it on the shelf may induce a reading of it. Opportunity should be given in school hours for some recreational reading but pupils should be permitted and urged to take the books home.

Adams, W.—Folk story and verse—American
Babbitt, Ellen C.—More Jataka tales—Century
Barrie, James M.—Peter and Wendy—Scribner
Brown, Abbie F.—Lonesomest doll—Houghton
Browne, Francis—Granny's wonderful chair—Dutton
Carrick, Valery—Picture tales from the Russian—Stokes
Carroll, Lewis—Alice's adventures in Wonderland—Macmillan
Carryl, Charles—Davy and the goblin—Houghton
Craik, Dinah M.—Adventures of a brownie—Lippincott
Craik, Dinah M.—Little lame prince—Lippincott
De la Mare, Walter—Down-Adown-Derry—Holt
De la Mare, Walter—Peacock pie—Holt
Davis & Chow-Leung—Chinese fables and folk stories—American
Field, Eugene—Lullaby-land—Scribner
Frentz, Edw. W.—Uncle Zeb and his friends—Atlantic
Goldsmith, Oliver—Goody Two Shoes—Heath
Jacobs, Joseph—Aesop's fables—Macmillan
Jacobs, Joseph—English fairy tales—Putnam
Lear, Edward—The Jumblies and other nonsense verse—Warne
Lofting, Hugh—Story of Doctor Dolittle—Stokes
MacDonald, George—Princess and the goblin—Lippincott
Morley, Margaret—Donkey John of the toy valley—McClurg
Pearson, Adelaide—Laughing lion and other stories—Dutton
Perkins, Lucy F.—Japanese twins—Houghton
Rackham, Arthur—Aesop's fables—Doubleday
Rossetti, Christina—Sing-song—Macmillan
Sherman, Frank D.—Little-folk lyrics—Houghton
Thorne-Thomsen—East o' the sun and west o' the moon—Row

II. COMPOSITION

During this year children should learn to gather ideas through careful listening, especially to explanations by the teacher; to think carefully on how the sentence is to be said and to say it in natural and distinct tones; to begin recognizing an order in which sentences should be said; to develop interests in particular things and to want to tell the class of such interests; to write, according to the form that has been learned, a few related sentences on some topic of personal interest.

Pride should be aroused in doing well the English exercises. Children in this and in the preceding years respond to the assurance of the teacher that certain forms are arbitrarily used because they are right.

A. Talking. There should be a marked development in the ability to use oral expression. At least three-fourths of the time should be given to this phase of the work.

1. Conversation. Conversation should be made a stimulus to the gathering of ideas through careful observation, listening, and silent reading. The material outlined for this year in the other branches—home life, community life, nature, school life, games, recreation—should be used. It should be informal, with a courteous regard for all concerned. The informal question and answer should be emphasized.

2. Talks before the class. These should consist, first, of the answer to a direct question relating to subject matter that has been studied or in explanation of something that the child knows from experience. In the second place they should consist of topical discussions before the class of things of personal interest that have been learned in or out of school.

3. Reproduction. The stories listed under literature and those found in the reading lessons can be used. The story interest should not be lost in the language features. Stories of historic interest should be used.

4. Common usage. A knowledge of right form must come through use of the right form. There should be much positive context. The incorrect form should not be kept in a negative way before the children as a warning.

Carefully worked out exercises ought to be provided in correct pronunciation, the correct use of verb and pronoun forms, and in the correct choice of prepositions.

Technical usages in written work should cover the period at the end of a sentence and after Mr. or Mrs.; the interrogation point after a question; capital letters to begin sentences and all names, including the months and days of the week, and (as far as possible) the form used in writing letters.

B. Writing. Nearly all writing should be done at the blackboard. It should include copying, writing from dictation, and writing a few connected sentences on a very familiar topic.

The letter form, such as a few sentences to thank some person for a present, should be attempted with the chief concern as to how it is to be put on the sheet of paper.

C. Spelling. This year is rich in new words. At least four hundred words should be learned. They should be selected from the readers and from the words used by the pupils in talking about home and community life. The teacher should keep a notebook of trouble-

some words and should test out all words before using them. Pronunciation should be distinct and accurate. Drill should be given in syllabication. Difficult words from the former years should be reviewed. Pupils should be taught how to study words to advantage. Meanings should be made clear by using words in sentences. For this and the following three years pupils will need to learn a number of commonly used proper names such as Thanksgiving, Washington, and Pennsylvania. Probably the list will not exceed a hundred words. It should fit each community by including the names of a few local places and persons.

D. Handwriting. Handwriting with pen and ink should be introduced gradually during this year. Here is the place to begin fixing effective word-writing habits. Habits are of more importance here than is form. The pupil needs to learn how to use pen, ink, paper, and blotter, and not to do it until he is in right position. Much writing should be done at the blackboard. By the end of the year the pupil should be able to write well his name and address and to write down short sentences by copying or from dictation. A medium slant system should be used. All written work ought to be directed.

B. GROUP TWO: FOURTH, FIFTH AND SIXTH YEARS

1. General aim and scope. Though much of what has been outlined in group one must be continued throughout this group, it is well to convey to the pupils the idea that they are taking a fresh start in English. Through the years of this group they will learn to read skillfully for knowledge and to convey that knowledge to others through writing in good form. The general aim might be worded in this way: To develop effective silent reading habits for gathering information; to foster an eagerness to do much recreational reading of good literature; to enrich the vocabulary and strengthen the sentence sense; to arouse a desire to speak fittingly on all occasions; to write interestingly, correctly, and legibly.

The scope of what is to be attained can best be inferred from the following brief statement, quoted from the Report on the Reorganization of English in Secondary Schools, of what pupils should be able to do at the end of the sixth year:

> To express clearly and consecutively, either in speech, or in writing, ideas which are familiar and firmly grasped.
>
> To avoid gross grammatical errors.
>
> To compose and mail a letter.
>
> To spell their own written vocabulary.
>
> To read silently, and after one reading to reproduce the substance of a simple short story, news item or lesson.
>
> To read aloud readily and intelligently simple news items, lessons from text books, or literature of such difficulty as Longfellow's "The Ride of Paul Revere," or Dickens' "A Christmas Carol."

To quote accurately and understandingly several short poems such as Bennett's "The Flag Goes By" and Emerson's "The Mountain and the Squirrel."

a. Reading. By the time the child is ready to enter the fourth year of school he should know how to read—to get thought from a printed page. Though he will continue to learn to read throughout the years of this group, he will for the most part be reading to learn. Reading for careful study, for needed information, for recreation—silent reading—should be given the major portion of the time for reading.

Hand in hand with the work in reading must be given effective practice in using the dictionary. The pupil should be able to get accurately the pronunciation of a new word and the appropriate meaning for its particular use.

(1) Silent reading. In the fourth year, the time for silent and for oral reading might be about equal; but in all subsequent grades the time spent in silent reading should be much greater than that spent in oral reading. Here may be developed rapid and skillful silent readers.

Silent reading is an intellectual acquirement. Knowledge of words, both as to form and content, is necessary; as also is the ability to grasp groups of words quickly and accurately. The power to study depends largely upon the ability to read silently. Early in the course, therefore, pupils should be trained to detect the important thought in a paragraph or section. Training of this kind will be of the greatest value in teaching pupils how to study.

It has been said that the chief function of reading in school is to create a habit of thought-getting. The method in reading should be such as to meet the needs of the child, to give him power to gain thought, to help him to form right habits in reading, and to create in him the desire for and appreciation of good literature.

(2) Reading aloud. Pupils ought to be encouraged to read before an audience, either the regular class or a special group. Such readings should be made from selected paragraphs and stanzas from books of special interest to the pupils. It should be reading from a book, not acting. Position and voice should be easy and natural. The reading should be marked by fluency, effective phrasing, and distinct enunciation.

(3) Reading a book. This might be regarded as an English project, and ought to be so handled at times. But there ought to grow up in the pupils a desire to read books merely for the joy of reading. Some of this joy reading should be provided for in school, some of it will be done in the library, and much of it ought to be done at home.

Pupils should be helped to a knowledge of books and stimulated to read books of length and of real literary value. They should be encouraged to spend time in a public library, if there is one near, and to seek the advice of the librarian.

Informal and personal conferences between pupil and teacher on what is read and how best to do it are of lasting value.

b. Composition. It is in this group of years that instruction in composition must keep clearly in mind two kinds of habits: (1) of gathering impressions and information and (2) of communicating that information in speech and writing. Composition is more than principles of language—it is thinking on what is known and giving expression to that thought.

A pupil builds up habits of looking, listening, and reading; that is, he accumulates experience from observation, from persons, and from books. As this is about all he has to talk about or write about, the material for composition will be largely drawn from experience.

Habits of expression must also be built up through actual and sufficient practice. Such practice should lead to speech or writing that is as nearly natural, clear, and correct as it is possible to secure.

Though oral composition must yet be regarded as of first importance, the pupils will find new needs for expression in writing; and for that reason, time and care should be given to learning how to prepare a written page, especially that of a letter. The material should be organized and told orally and then put into writing. Does it say what was intended? Can it be understood by the reader? Will it be interesting in the way it is said?

(1) Writing. Fundamental in the teaching of written English is the development of the sentence sense, including its indication by means of punctuation. Nothing elaborate should be attempted in the elements of a sentence; but pupils from the fourth grade up will profit materially through the development of the ideas of subject, predicate, and modifier.

A few fundamental suggestions as to method must be kept constantly in mind. In the first place, composition should be frequent and brief, not occasional and lengthy. Exercises calling for the writing of a single paragraph should be frequent. The advantage of frequency needs no elaboration; the advantage of brevity is to be found in the resulting concentration of effort on the part of the writer, and the concentration of effect in the matter of correction. In the second place, pupils from the very beginning should be trained in the habit of re-reading their written work. A very large proportion of errors would readily be discovered in this way. It is common experience of teachers to find that they are correcting many mistakes which the pupils are quite capable of discovering and remedying for themselves.

Pupils should always write for a definite individual or for the class group, never merely for the teacher; and their efforts should be judged by the class according to a class standard rather than merely by the teacher. The teacher should so far as possible individualize her instruction in this subject. The needs of pupils will necessarily vary. As much opportunity as possible should be found for personal conference and individual suggestion.

(a) Letters. The form of written composition which should receive the greatest emphasis is the letter. In the first place, in the lives of a majority of our pupils letter writing will constitute the most frequent application of the instruction they have received in written English. It is probably true that a large majority of our pupils will never have occasion to do any other kind of writing than this. In the second place, letter writing in the classroom affords the best opportunity for the development of spontaneity and naturalness in written expression. The pupil should be trained to appreciate the value of sincerity and clearness in this art. Above all, he must be taught to keep in mind while writing, the purpose for which the letter is being written and the personality of the individual to whom the letter is directed, and to arrange and express his ideas accordingly.

Finally, he must be trained in the use of a standard form of letter. The schools can be of very practical and immediate help to their communities if they will by agreement adopt some simple and rational form of letter which pupils may continue to use when school days are over.

(b) Spelling. From the many careful studies that have been made of spelling it may be concluded that there is no short cut to this necessary part of written composition. Incidental teaching of words must be accompanied by careful short drill periods that are actual teaching of words instead of merely testing the spelling of them.

The words to be learned are the ones that are needed. The ones to be taught first are the ones commonly needed in correspondence. Words used in other branches should be taught in the years where they occur. Careful spelling should be constantly insisted on in all written work.

Stress should be put on the necessity of correct pronunciation and syllabication, on attempting but a few words each day, and on each pupil giving special attention to the words he repeatedly misses.

(c) Handwriting. There should be provision for specific, directed practice for a brief period each day. Insistence on position, move-

ment, and legibility should be strict in the years of this group. A balance should be maintained between form and speed. A system of medium slant, without flourishes, is to be preferred.

All written work should meet the standard of excellence set forth in the writing class.

c. Literature. Much literature is needed throughout the years of this group, needed as a field for imaginative experience wherein the mental and emotional traits of pupils may find themselves. The teacher has a distinct responsibility in helping to form the child's reading habits and in directing his tastes to literature that has real merit.

Children should be encouraged to read as many books as they can find time to read. Tactful suggestion, that is not over-insistent, will go far toward bringing about a profitable use of leisure time in reading. This reading must be done for joy and not as a basis for language drill.

Pupils should read books at odd times during the school day. They should have reading matter for Saturday, Sunday, and winter holidays. Poems are not material for language drill—they are for emotional stimulation, just as is the singing of a song. The story telling exercise should also be a happy one and very informal in method. When children are anxious to participate in telling a story, after they have learned it, they should be permitted to do so.

FOURTH YEAR: OUTLINE OF MATERIAL AND METHOD

I. READING

A. Classroom

1. Material. The other branches of study will furnish reading material as well as that found in the basal and supplementary reading books. In addition to this book material, effective work should be done in fixing a knowledge of diacritical marks and of learning to apply them in the use of the dictionary. Instruction in using the dictionary to find specific meanings should be given.

As a major aim in teaching reading in this year is the broadening of imaginative experience through extensive silent reading, plenty of reading matter should be provided. Pupils must learn to read the better books of literature for pleasure as well as to learn how to read intensively for specific study. For that reason the classroom should have a book shelf supplied with the books listed for recreational reading. The pupils should be encouraged to use a library when one is accessible.

At least one book should be read each month from the following titles or other titles available:

Baldwin, James—Fifty famous stories retold—American
Baldwin, James—Old Greek stories—American
Chandler, Katherine—In the reign of the coyote—Ginn
Crane & Wheeler—Literary readers: Book IV—Wheeler
Ghosh, Prince Savath—Wonders of the jungle, Book I—Heath
Hardy, Mary Earle—Sea stories for wonder eyes—Ginn
Harris, Joel Chandler—Little Mr. Thumblefinger's stories—Houghton
Hawthorne, Nathaniel—Little Daffydowndilly—Houghton
Horne & Scobey—Stories of great artists—American
Kipling, Rudyard—Stories and poems, Book I—Houghton
Lancing, Marion—Life in the ground—Ginn
Long, William J.—Wilderness ways—Ginn
Longfellow, Henry W.—Song of Hiawatha—Houghton
Norton, Charles E.—Heart of oak books, Book III—Heath
Scudder, Horace E.—Book of legends—Houghton
Shute, Katherine—Land of song, Volume I—Silver
Seaton, Ernest T.—Krag and Johny Bear—Scribner
Spyri, Johanna—Moni, the goat boy—Lippincott
Skinner, Eleanor L.—Tales and plays of Robin Hood—American
Williston, Teressa—Japanese fairy tales—Rand
Zitkala-Sa—Old Indian legends retold—Ginn

2. Method. The suggestions given in the third year should be continued here. In addition pupils should be trained in dealing with reading matter of an informational character. The purpose of such practice is to get the real content of printed matter and to get it quickly. Time records should be used in this reading practice.

In the effort to get the thought quickly and accurately from print, so important an accomplishment as being able to get accurately the thought from hearing some one read aloud should not be neglected. Listening is not a by-product of oral reading; it is a necessary part of it.

Informational reading must not be overdone in this year. Children have a first right to imaginative literature. The joy of imaginative adventure is as essential to mental growth as is the information acquired by study.

B. Literature

1. Stories to tell. Pupils should be encouraged to read the stories listed for this year, and opportunity should be given to the ones who are well prepared to tell stories of their own choice before the class. Each pupil should learn at least a half dozen stories for the year.

Lane—Aladdin: or the wonderful lamp
Jacobs—The arab and his camel
Perrault—Beauty and the beast
Thorne-Thomsen—Boots and his brother
Kipling—The cat that walked alone
Bible—David and Goliath

Anderson—The discontented fir tree
Lane—The enchanted horse
Grimm—The fisherman and his wife
Grimm—The golden bird
Asbjornsen—The giant who had no heart in his body
Jacobs—Hercules and Minerva
Jacobs—The man, the boy, and the donkey
Jacobs—Master of all masters
Hawthorne—Miraculous pitcher
Anderson—The nightingale
Bible—Parable of the talents
Anderson—The real princess
Kipling—"Rikki-Tikki-Tavi"
Anderson—The ugly duckling
Anderson—Wild swans

2. *Poems for learning by heart.* For this and the two following years pupils should be taught to memorize poems from frequent re-readings instead of verbally by lines and stanzas. But the poem ought first to have been presented aloud to the class by the teacher and the imagery and meaning made clear. The subject is well discussed in *Teaching Poetry in The Grades* by Haliberton and Smith. Each pupil, who can do so to advantage, might learn one poem a month from this list:

Arnold—Come, dear children, let us sway
Blake—Tiger, tiger burning bright
Carman—Over the shoulders and slopes of the dune
Coleridge—Up, up, ye dames, ye lasses gay
Chesterton—There is heard a hymn when the panes are dim
De la Mare—Often I've heard the wind sigh
De la Mare—Wide are the meadows of night
Emerson—The mountain and the squirrel
Hogg—Where the pools are bright and deep
Lowell—Into the sunshine, full of light
Rands—Great, wide, beautiful, wonderful world
Riley—Little brook, little brook
Shakespeare—Over hill, over dale
Shakespeare—When icicles hang by the wall
Stevenson—Late lies the wintry sun abed
Stevenson—When children are playing alone in the green
Stevenson—Three of us afloat in the meadow by the swing
Thackeray—There lived a sage in days of yore
Thaxter—Across the lonely beach I flit
Wordsworth—My heart leaps up when I behold

3. *Recreational reading.* Follow the suggestions for the third year. Every pupil should read a book a month from this suggested list. He should be encouraged to talk about what he has read:

Alcott, Louisa—Under the lilacs—Little
Barrie, James M.—Peter Pan in Kensington Garden—Scribner
Baylor, Frances—Juan and Juanita—Houghton

Belloc, Hilaire—Cautionary tales for children—Knopf
Benson, E. F.—David Blaze and the blue door—Doran
Blake, William—Songs of innoeenee—Macmillan
Bowen, William—The enehanted forests—Maemillan
Brown, Abbie F.—In the days of giants—Houghton
Browning, Robert—Pied Piper of Hamelin—Rand
Carroll, Lewis—Through the looking glass—Macmillan
Carryl, Charles—The Admiral's caravan—Houghton
Colum, Padric—The boy who knew what the birds said—Macmillan
Colum, Padric—The girl who sat by the ashes—Macmillan
Crownfield, Gertrude—The little tailor of the winding way—Macmillan
De la Ramee, Louise—The Nurnberg stove—Lippineott
Dodge, Louis—The sandman's forest—Scribner
Drummond, William—The monkey that would not kill—Dodd
Eastman, Charles A.—Wigwam evenings—Little
Eels, Elsie S.—Tales of enehantment from Spain—Hareourt
Fields, Adele—Chinese fairy tales—Putnam
Filmore, Parker—The shoemaker's apron—Hareourt
Harraden, Beatrice—Things will take a turn—Scribner
Houghton, Louise—Russian grandmother's wonder tales—Scribner
Jacobs, Joseph—Indian fairy tales—Putnam
Kingsley, Charles—Water babies—Maemillan
Kipling, Rudyard—Just so stories—Doubleday
Lang, Andrew—Prinee Darling—Longmans
Lorenzini, Carlo—Pinnochio—Ginn
MacDonald, George—Prineess and Curdie—Lippineott
MacDonald, George—The light princess—Lippineott
MacManus, Seumas—In ehimney corners—Doubleday
Morley, Margaret—Bee people—McClurg
Mussett, Paul de—Mr. Wind and Madam Rain—Putnam
Peary, Josephine—Children of the Aretic—Stokes
Pyle, Howard—Pepper and Salt—Harper
Sewell, Anna—Blaek Beauty—Dutton
Teasdale, Sara—Rainbow gold—Maemillan
Thackeray, William M.—The rose and the ring—Putnam
Wiggin & Smith—Talking beasts— Doubleday
White, Stewart Edward—The magie forest—Maemillan
Zwilgmeyer, Dikken—Johnny Blossom—Pilgrim

II. Composition

This year should bring increased ability in gathering ideas from observation, listening, and silent reading and in presenting them in a connected, orderly way before the class. The pupils should develop an eagerness for self-expression. Tact should be used in leading them into habits of self-criticism, in talking to the point, in doing it in an interesting way, and in observing good form in voice, pronunciation, and the choice and use of words. The principal emphasis is on oral work.

A. Talking. The material for the oral work should be drawn from experience, from reading, and from the other branches of

study, especially from history and geography. Practice in using it should be given in making answers to questions, in the discussion of topics, or in reproducing stories or incidents.

All answers ought to be specific and keep to the question asked. Pupils should be urged to select their own titles for talks before the class and plan what they have to say. Criticism should always be tactful and stimulating and free with commendation. The bashful child must be led to make effort and to believe that he will improve by trying.

B. Writing. The material here should be the same as that used in talking. Emphasis should be placed on the sentence idea—when it begins, when it ends, and how to punctuate it. The exercises should keep largely to simple sentences. No more by way of accomplishment than a brief paragraph practically free from misspelled words should be expected. Contractions and abbreviations should be taken up as needed and the apostrophe for the possessive singular should be taught. Much of the work should be done at the blackboard.

The letter form may be used for much of the written work. The pupil will have in mind a particular person to whom he is going to write. That will be a real incentive. The sense of what is to be written should be emphasized. After that the right form in which to put it on paper should be taught. To arrange and punctuate a letter of one or two paragraphs is enough to attempt.

C. Common usage. As in the third year, specific drill should be given in the correct forms of verbs and pronouns and in the right choice of prepositions; but it should be in sensible and interesting context and should avoid magnifying the incorrect form.

Effort should be made to secure a natural quality of voice, distinct vowel production and enunciation of final consonants, and a correct syllabication. Instruction should be given on how to get help on the pronunciation and use of words from the dictionary.

D. Spelling. For this year an additional list of four hundred common words used in written composition should be learned, together with the particular words used in the written work of the other branches. The difficult words of the two preceding years should be reviewed. Each pupil should keep a notebook of troublesome words. Instruction should be given on how to study words to advantage. The meanings of the words should be fixed by their use in sentences. The particular proper names that are needed should be learned. Clear and correct pronunciation and syllabication should be dwelt on.

E. Handwriting. The effort for correct habits of handwriting should be continued. Correct position and alert attention should be

secured before writing is attempted. Movement and speed need attention as well as does form. All written work should be as well done as is that of the drill writing period, and ought to be done under direction. By the end of this year a pupil should be able to copy short paragraphs and stanzas neatly, accurately, and arrange them well on a sheet of paper.

FIFTH YEAR: OUTLINE OF MATERIAL AND METHOD

I. READING

A. Classroom.

The importance of wide reading for this year should be recognized and provisions made for it. The habits set up should operate in the content subjects as well as in literature.

1. Material. The basal reader, supplementary readers, the dictionary, reference material, and the literature for recreational purposes—all need to be used.

Pupils should be trained in using books of an informational character, especially by means of indexes and tables of contents, and with fair speed and judgment as to what is being read for.

Geographical and historical readers are of use in this year. But supplementary readers with a fair proportion of literary material are also necessary.

From the following list, or from other titles, as many books should be selected as can be read to advantage:

Aanrud, Hans—Lisbeth Longfrock—Ginn
Blumental, Kalematino de—Folk tales from the Russians—Rand
Crane & Wheeler—Literary readers, Book V—Wheeler
Dorrance, J. C.—Story of the forest—American
Francillon, R. E.—Gods and heroes—Ginn
Ghosh, Prince Savath—Wonders of the jungle, Book II—Heath
Hall, Jennie—Viking tales—Rand
Hawthorne, Nathaniel—Wonder book—Houghton
Hawthorne, Nathaniel—Tanglewood tales—Houghton
Holder, Charles F.—Stories of animal life—American
McMurray, Charles—Pioneers on land and sea—Macmillan
Maeterlinck, Madam—Blue-bird for children—Silver
Morley, Margaret—Little wanderers—Ginn
Norton, Chas. Eliot—Heart of oak books, Book IV—Heath
Porter, Jermain—Stars in song and legend—Ginn
Ruskin, John—King of the golden riven—Heath
Seton, Ernest T.—Lobo, Rag, and Vixen—Scribner
Stockton, Frank R.—Fanciful tales—Scribner
Spyri, Johanna—Heidi—Lippincott
Thacher, Lucy W.—The listening child—Macmillan
Underwood, William L.—Wild brother—Atlantic

2 Method. Reading in this grade ought to move along with rapidity and zest. Before a new story is taken up enough time should be spent on it to awaken interest. Preparation should be made on proper names and other words needing explanation.

Pupils should be encouraged to read aloud at home and to master favorite selections for reading before an audience. Special attention should be given to the right reading of poetry—voice, time, pauses. Have regular periods for instruction on reference reading for information.

B. Literature

1. Stories to tell. Follow the suggestions given for the fourth year. If a pupil wants to offer additional stories of his own choice, and they are of merit, let him use them as substitutes.

Lane—The Barmecide's feast
Bible—Belshazzar's feast
Macterlinck—The blue bird
Bible—Elijah and the prophets of Baal
Anderson—The emperor's new clothes
Bulfinch—The golden fleece
Hawthorne—The great stone face
Ruskin—The king of the golden river
Scudder—History of Fortunatus
Pyle—How Arthur was crowned king
Brown—Idune's apples
Thorne-Thomsen—The parson and the clerk
Lane—Prince Agib
Thorne-Thomsen—Princess whom no one could silence
Bulfinch—Pegasus
Kipling—Red Dog
Pyle—Robin Hood and the golden arrow
Lane—Sinbad's second voyage
Lane—The talking bird
Brown—Thor's Journey to Jotunheim
Kipling—The white seal

2. Poems for learning by heart. Follow the suggestions for the fourth year and have all pupils who can do so to advantage learn one poem a month selected from this list:

Browning—Boot, saddle, to horse, and away
Bryant—Is this a time to be cloudy and sad
Clough—Where lies the land to which the ship would go
Collins—How sleep the brave
Cunningham—A wet sheet and a flowing sea
Gale—Here in the country's heart, where the grass is green
Higginson—I know a place where the sun is like gold
Hogg—Bird of the wilderness
Jonson—Queen and huntress, chaste and fair
Kilmer—I think that I shall never see

Kingsley—O Mary! go and call the cattle home
Longfellow—It was the schooner Hesperus
Poe—Gaily bedight, a gallant knight
Riley—There are many things that a boy may know
Shakespeare—Who is Sylvia, what is she
Tennyson—The splendour falls on castle walls
Whittier—Heap high the farmer's wintry board
Wordsworth—I wandered lonely as a cloud

3. Recreational reading. Effort should be made to increase the volume of reading for this year. Pupils should be urged to spend time in libraries that are within reach and should consult with the librarian about reading for the summer vacation. At least a dozen books should be read from this list:

Armfield, Constance—Wonder tales of the world—Harcourt
Asbjornsen, Peter—Round the yule log—Estes
Austin, Mary—The trail book—Houghton
Baker, Olaf—Shasta of the woods—Dodd
Conkling, Hilda—Shoes of the wind—Stokes
Crothers, Samuel M.—Miss Muffet's Christmas party—Houghton
Dix, Beulah M.—Merrylips—Macmillan
Dodge, Mary M.—Hans Brinker—Rand
Fabre, Jean Henri—Insect adventures—World
Fillmore Parker—The laughing prince—Harcourt
France, Anatole—Bee! princess of the dwarfs—Dutton
Froelicher, Francis—Swiss stories and legends—Macmillan
Grahame, Kenneth—The wind in the willows—Scribner
Hale, Lucretia P.—Peterkin papers—Houghton
Hearn, Lafcadio—Japanese fairy tales—Boni
Hopkins, Annette—Knight of the Lion—Macmillan
Houseman, Lawrence—Stories from the Arabian nights—Doran
Howells, William D.—Christmas every day—Harper
Jewett, Sarah O.—Betty Leicester—Houghton
Kingsley, Charles—Heroes—Ginn
Lagerlof, Selma—Wonderful adventures of Nils—Doubleday
Lang, Andrew—Tales of romance—Longmans
MacDonald, George—At the back of the North Wind—Lippincott
Peary, Robert E.—Snowland folk—Stokes
Pyle, Howard—Wonder clock—Harper
Pyle, Howard—Garden behind the moon—Scribner
Riley, James Whitcomb—Child-world—Bobbs
Slocum, Joshua—Around the world in the Sloop Spray—Scribner
Steel, Flora M.—Adventures of Akbar—Stokes
Steadman, Amy—Legends and stories of Italy—Putnam
Stein, Evaleen—Gabriel and the hour book—Page
Stevenson, Burton S.—Home book of verse for young folks—Holt
Tarn, W. W.—Treasure of the Isle of Mist—Putnam
Thaxter, Celia—Stories and poems for children—Houghton
Van Loon, Hendrik—Ancient man—Boni
Wiggin & Smith—Tales of laughter—Doubleday
Wilson & Driggs—The white Indian boy—World

II. COMPOSITION

The ability to gather information and to express it in speech and writing should increase in a very marked degree during this year. The pupil should develop a pride in speaking in a pleasing and interesting manner. He should learn how to handle the dictionary in checking up his use of words. The simple sentence should become fixed as a unit of expression.

A. Talking. Over half of the time for this year should be given to oral work.

1. Material. The material should be drawn from sources of interest to the pupils—activities, including sports, personal experiences or desires, reading and imaginative experience, and from the other branches of study. An oral recitation in geography or history should be regarded incidentally as a language exercise; that is, as an exercise in organizing and expressing thought in approved form. The organization of personal experience into compositions, oral or written, is the specific work of the composition period.

2. Method. Pupils should be taught how to select topics from their own experience. They may want to tell how they have done something, how they have watched something being made, or how they have seen something happen. They should be taught how to organize and plan the particular things they want to talk about.

The talk should be personal and concrete, should use specific words, and should move along with vigor. The pupil should stand erect and make himself understood.

All criticism on the part of the teacher should be pointed and stimulating. The criticisms by the class should be specific suggestions for improvement. Self-criticism on the part of the pupil will be the most fruitful of all. A common terminology including grammatical terms relating to words and sentences should be used. When a child uses an incorrect form, the teacher should give him the correct form, and the grammatical reason also if he can understand it. He should be sent to the dictionary to look up pronunciation and the exact meanings of words.

B. Writing. Free use should be made of the blackboard for frequent and short paragraph compositions and for writing from dictation. One worth-while effort a week on paper ought to be sufficient. Much of the paper work should be done in the letter form.

1. Material. The material indicated under the outline for talking should be here used. All written discussions in geography or history should be done to meet the standards of the English class. The brief, exact explanation needs frequent attention on the blackboard.

The material relating to punctuation and correct usage in word forms is to be found largely in the actual writing of the pupils. In this year the necessary punctuation of a letter should be drilled on. The use of quotation marks in conversation might be observed and reproduced from dictation.

Daily dictation exercises of from three to five short sentences will go far toward fixing correct habits in writing according to approved usage.

2. Method. The teacher should use great care in her own written work. She should have the pupils examine their work carefully before handing it in. They should ask themselves whether it says what was intended, whether it will be understood by the reader, whether it uses right word forms, and whether all words are correctly spelled.

C. Spelling. The difficult words of the four preceding years should be reviewed and to them should be added a list taken from the other branches and from the words needed in writing about common experiences. The list of proper names should be reviewed and enlarged. Systematic use should be made of the dictionary with emphasis on the diacritical markings of a word and on its different uses. Pupils should keep notebooks of difficult words both as to spelling and meaning. Many dictation exercises should be provided. Attention should be given to common homonyms and synonyms. A spelling consciousness that is present in all written work should be aroused.

D. Handwriting. By the end of this year handwriting ought to be done with ease and a fair degree of speed and legibility. All written work should be done with care and a pride in regard to its neat and readable qualities. Attention should be given to the size and slant of letters and to securing a firm instead of a scrawling hand. A pupil should begin practicing for an individual but legible signature.

SIXTH YEAR: OUTLINE OF MATERIAL AND METHOD

I. READING

A. Classroom

A place must be kept on the program of this year for instruction of a definite character in reading, whether informational or literary. Pupils need to be trained in getting the main thought of what is read, to judge of the relative importance of what is read, and to read between the lines. By the end of the year every pupil should have a fair mastery of the art of reading—whatever else he has accomplished.

1. Material. In this year there should be a wide range of reading that will develop powers of organization in study, that will cultivate the interpretative imagination, and that will build up a serviceable method of dealing with literature as a source of pleasure and culture.

Reading will be done in the content of other branches, in reference books, in papers, and in the basal text used. As many books as can be used to advantage should be read from this or a similar list of titles:

Baldwin, James—Story of Roland—Scribner
Bridges, Robert, ed.—The Roosevelt book—Seribner
Burt, Mary E., ed.—The Howell's story book—Seribner
Crane & Wheeler—Literary readers, Book VI—Wheeler
Eckstron, Fannie H.—The bird book—Heath
Field, Walter T., ed.—Laboulaye's quest of the four-leaved clover—Ginn
Guerber, Helene—Story of the Greeks—Amerlean
Irving, Washington—Tales from the Alhambra—Houghton
Kingsley, Charles—Hereward, the Wake—Longmans
Knight,—Dramatic reader—American
Lang, Andrew—Animal story book—Longmans
Mabie, Hamilton W.—Norse stories—Rand
Mills, Enos A.—Good bears—Houghton
Mix, J. I.—Mighty animals—American
Monteith, James—Popular seience reader—American
Powers, Ella M., ed.—A Dickens reader—Houghton
Robinson, Edward, ed.—Swift's Gulliver's travels—Ginn
Seton, Ernest Thompson—Wild animal ways—Houghton
Sharp, Dallas L.—Beyond the pasture bars—Doubleday
Shute, Katherine—Land of song, Vol. II—Silver
Starr, Frederick—Strange peoples—Heath
Tappan, Eva M.—Story of the Roman people—Houghton

2. Method. For the drill reading careful attention should be given to word study. Teach how to use the dictionary. Probably three-fourths of the reading time should be given to silent reading as study in mastering the content of an explanation, a description, a situation, or the implied meaning in poetry. Occasional periods should be taken to recreational reading in class without interruption or questions and where even the meaning of words is inferred from the context.

Occasions should be provided for the oral reading of favorite selections before a group.

The book shelf for recreational reading should be accessible to the pupils. They should be encouraged to buy books and to make use of libraries.

B. Literature

1. Stories to tell. A half dozen of the stories for this year should be so mastered that they can be effectively related before an audience.

Mabie—Baldar the beautiful
Mabie—Beowulf
Quiller-Couch—Father Damien
Marvin—Circe's palace
Parry—Don Quixote, the knight of the windmill
Wilmot-Buxton—The enchanted knight
Bulfinch—Herakles
Lang—Joan of Arc
Baldwin—Leonidas, the lion king
Hubbard—A Message to Garcia
Van Loon—Moses
Bulfinch—Perseus and the Medusa
Irving—Rip Van Winkle
Wilmot-Buxton—Roland and Oliver
Pyle—Sir Galahad
Mabie—Sohrab and Rustum
Jewett—St. Francis of Assisi
Bulfinch—Theseus and the Minotaur
Tolstoi—What men live by
Tolstoi—Where love is there God is also

2. *Poems for learning by heart.* Follow the suggestions for the fourth year. Let each pupil make his individual selections from the list for the year or offer several substitutes of his own choice, if they have merit as poetry.

Browning—I sprang to the stirrup, and Joris, and he
Bryant—Whither, midst falling dew
Burns—My heart's in the higlands
Byron—The Assyrian came down like a wolf on the fold
Emerson—By the rude bridge that arched the flood
Holmes—This is the ship of pearl which poets feign
Longfellow—The rivers rush into the sea
Miller—Behind him lay the gray Azores
McCrae—In Flanders fields the poppies blow
Moore—Faintly as tolls the evening chimes
Noyes—In the cool of the evening when the low sweet whispers waken
Scott—Why weep ye by the tide, laddie
Sargent—A life on the ocean wave
Shakespeare—Blow, blow, thou winter wind
Tennyson—Now fades the last long streak of snow
Unknown—The Northern Star sailed over the bar
Whittier—He comes, he comes, the Frost Spirit comes
Wordsworth—Behold her, single in the field

3. *Recreational reading.* Follow the suggestions for the fifth year. Encourage pupils to talk about books and to buy books from their own money. Select at least a dozen titles.

Alcott, Louisa M.—Little women—Little
Baldwin, James—Wonder book of horses—Century
Bennett, John—Barnaby Lee—Century
Boyesen Hjalmar—Modern vikings—Scribner

Brooks, Noah—Boy emigrants—Scribner
Cody, William F.—Adventures of Buffalo Bill—Harper
Colum, Padric—A boy of Eirinn—Dutton
Colum, Padric—Adventures of Odysseus and the tale of Troy—Macmillan
Curtis, Edward S.—In the land of the head hunters—World
Davis, Richard H.—Stories for boys—Scribner
Defoe, Daniel—Robinson Crusoe—Doran
Duncan, Sara J.—Story of Sunny Sahib—Appleton
Fraser, William H.—Mooswa—Scribner
French, Henry W.—Lance of Kanana—Lothrop
Golding, Vantier—Story of David Livingstone—Dutton
Graham, Kenneth—Cambridge book of poetry—Putnam
Gregory, Lady—The golden apple—Putnam
Griffith, Alice M.—Stars and their stories—Holt
Harris, Joel Chandler—Uncle Remus and his friends—Houghton
Higginson, Thomas W.—Tales of the enchanted islands of the Atlantic—Jacobs
Ingpen, Roger, ed.—One thousand poems for children—Jacobs
Kipling, Rudyard—The jungle book—Doubleday
Longfellow, Henry W.—Children's own Longfellow—Houghton
Masefield, John—Book of discoveries—Stokes
Masefield, John—Mainsail haul—Macmillan
Martineau, Harriet—Feats on the fiord—Heath
Munroe, Kirk—Belt of the seven totems—Lippincott
Olcott, Frances J.—Story telling poems—Houghton
Page, Thomas N.—Santa Claus' partner—Scribner
Parry, Judge—Don Quixote retold—Lane
Pyle, Howard—Merry adventures of Robin Hood—Scribner
Pyle, Howard—Story of Sir Lancelot and his companions—Scribner
Stein, Evalcen—Troubadour tales—Bobbs
Smith, Elva—Good old stories for boys and girls—Lothrop
Scoville, Samuel—Wild folk—Atlantic
Seaman, Augusta—Jacquelina of the carrier pigeons—Macmillan
Singmaster, Elsie—Emmeline—Houghton
Stockton, Frank R.—Captain Chap; or the rolling stone—Scribner
Tappan, Eva M.—The old, old story—Houghton
Verne, Jules—The mysterious island—Scribner
Waterloo, Stanley—Story of Ab—Doubleday
Wiggin, Kate Douglas—Summer in a canyon—Houghton

II. COMPOSITION

There should be marked growth throughout this year in the ability to gather and to organize material for the composition work. Interests of pupils should be aroused in the use of everyday experience as a source of topics for speaking and writing. A quality of thinking that is clear enough to result in a good grip on the sentence sense should be developed.

A. Talking. It will take sufficient time, fully half that assigned to composition for this year, to give practice in answering questions, discussing topics, telling stories or incidents, or taking part in an informal discussion or conversation.

1. *Material.* The material suggested for the fifth year should be used. Current events within the grasp of the class should be added. Definite practice should be afforded in giving directions to some one who has asked about a road or a location. The occupations and interests of the people of the community are full of subjects to talk about. Special dictionary instruction in pronunciation and choice of words should be provided for.

2. *Method.* The suggestions for the fifth year should be followed.

B. Writing. The pupil should at the end of this year be able to write a business letter, such as an application or an order, whatever else he may be able to do in writing. In addition, he should have developed an interest in doing well such a composition and should have acquired a habit of using the dictionary to check up correctness in the use of words.

1. *Material.* What is outlined under material for talking for this year can be here used. In addition, the specific content of different letter forms should be taken up and fully worked out.

Material in grammar should be taken up only as it is needed by pupils in their efforts to use good English. The relation of the subject and predicate may be studied and the agreement of the simple verb form with the subject made clear. The use of *who, what,* and *that* in forming complex sentences might be shown.

The punctuation marks necessary in letter forms should be emphasized. In addition to reviewing the marks already mentioned, the use of a hyphen in the division of a word, at the end of a line, and the use of the comma after nouns of address and words in a series, should be studied.

2. *Method.* All pupils need not write on the same subject at the same time. Much of the composition work should be in the letter form. A couple of letters and a couple of compositions a month are enough, if plenty of blackboard work is done on paragraphs. But such compositions should be done with care and with a pride in their excellence.

The subjects for both compositions and letters should be of personal interest to the writers. If the pupils are benefited by a simple outline, and most pupils are, they should be helped in making it and encouraged to follow such a practice.

Pupils should be urged to go over critically all papers before handing them in. They should be commended on what is fairly well done. Criticism should never be trivial.

C. Spelling. The spelling lists should be made from the common words used in writing and from the other subjects, as determined

by the needs of the class. Have pupils keep individual lists of difficult words and urge them never to take a chance on the spelling of a word. Four or five carefully selected and taught words each day should be sufficient. The lists from former years should be reviewed. Pronunciation, syllabication, and meaning should be emphasized and pupils should be trained in using the dictionary to check all words. Free use should be made of both prose and poetry for dictation exercises. The needed proper nouns should be determined and learned. The common homonyms should be taught.

D. Handwriting. Handwriting habits ought to be fairly well formed by the end of this year. Drills should be brief and exacting. All written work ought to be legible, neat, and well arranged on the sheet before it is accepted. A pupil should develop a pride in doing well the letters that he writes. He should be shown the average accomplishment of a pupil of his age as given on some standard scale for handwriting.

SEVENTH YEAR: OUTLINE OF MATERIAL AND METHOD

The following outlines for literature and composition in the seventh and eighth years are taken from "Syllabus in English for High Schools." In that syllabus the teacher will find suggestions on handling the English work for these two years.

Note: In the selection of titles there should be a balance between the older classics and present-day books. Every pupil in high school should read a few plays of Shakespeare—*Julius Caesar, As You Like It, A Midsummer Night's Dream, Macbeth;* but he should also read modern American and English verse. Extracts from the state papers of American presidents, good current editorials, personal letters, and the books of outdoor life are worthy of classroom study. The teacher who is thoughtfully directing the home reading of his pupils should feel free to interchange the books from the lists for consecutive years.

I. LITERATURE

A. Books recommended for class use

Note: Select three from Group D, two from one other group and one from each of the remaining groups.

Group A

Any seventh year reader of short, miscellaneous selections of literary excellence.

Group B

Longfellow, Henry W.—Evangeline
Newbolt, Sir Henry—Prose and poetry—Dutton
Whittier, John G.—Snow-bound and other poems

Group C

Dickens, Charles—A Christmas carol
Hale, Edward E.—The man without a country
Hawthorne, Nathaniel—Great stone face and other tales from the White Hills
Irving, Washington—Rip Van Winkle and the legend of Sleepy Hollow

Group D

Baker, Emilio Kip—Out of the Northland—Macmillan
Greene, Frances N.—Legends of King Arthur and his court—Ginn
Lane, Martha, ed.—Arabian Nights' Entertainments—Ginn
Marvin, S.—Stories from the Iliad—Dutton
Pyle, Howard—Some merry adventures of Robin Hood—Scribner

B. Books recommended for home reading

Note: At least nine books, three of which are non-fiction, should be read from this list.

1. Non-fiction

Aldrich, T. B.—Story of a bad boy
Bible—Book of Ruth
Boyesen, H. H.—Boyhood in Norway
Bruce, Henry A.—Daniel Boone and the wilderness
Buckley, Arabella—Fairy-land of science
Burroughs, John—Squirrels and other fur bearers
Burt, Mary E.—Eugene Field book
Collins, A. F.—Book of stars
DuChaillu, Paul—Land of the long night
Eastman, Charles A.—My Indian boyhood
Garland, Hamlin—Boy life on the prairie
Hawksworth, Hamlin—Adventures in Nature's wonderland
Jordon, David S.—Story of Matka
Lang, Andrew, ed.—Blue poetry book
Moffett, Cleveland—Careers of danger and daring
Nicolay, Helen—Boy's life of Lincoln
Parkman, Mary—Heroines of service
Riley, James Whitcomb—Book of joyous children
Singmaster, Elsie—The long journey
Stanley, Henry—How I found Livingstone
Watson, H. C.—The great peacemaker

2. Fiction

Atkinson, Eleanor—Greyfriars Bobby
Cooper, James Fenimore—The Spy
Duncan, Norman—Adventures of Billy Topsail
Ewing, Juliana H.—A flat iron for a farthing
French, Allan—Story of Rolf and the Viking's bow
Hale, Edward Everett, ed.—Tales from the travels of Baron Munchausen
Harris, Joel Chandler—Nights with Uncle Remus
Keary, Annie & Eliza—Heroes of Asgard
Kipling, Rudyard—Second Jungle Book
Langford, George—Pic: The weapon maker
Liljencrantz, Ottilie A.—The thrall of Lief the lucky
London, Jack—Cruise of the Dazzler

Marryat, Frederick—Mr. Midshipman Easy
Matthews, Brander—Tom Paulding
Melville, Herman—Typee
Meyer, J. A.—The green C
Montgomery, E. M.—Ann of Green Gables
Munroe, Kirk—Rick Dale
Munroe, Kirk—Derrick Sterling
Pyle, Howard—Men of iron
Pyle, Howard—Story of Jack Ballister's fortunes
Richards, Laura E.—Captain January
Shaw, Flora Louise—Castle Blair
Twain, Mark—Adventures of Tom Sawyer
Verne, Jules—Round the world in eighty days
Wiggin, Kate Douglas—Rebecca of Sunnybrook Farm
Wyss, Johann David—Swiss family Robinson

C. Suggested papers and magazines

Popular Mechanics
Youth's Companion
St. Nicholas

II. COMPOSITION

A. Aims

1. To improve handwriting and the orderly arrangement of manuscripts
2. To eliminate errors in the spelling of common words
3. To develop the sentence sense
4. To give a knowledge of certain elementary principles of grammar as applied to actual composition
5. To enlarge the vocabulary
6. To cultivate a distinct articulation, a pleasing voice, and an erect posture in oral work
7. To teach the conventional form of the business letter and of the social letter
8. To increase the pupil's powers of observation, organization, and expression
9. To give broader interests and increased knowledge of environment

B. Material

1. Oral and written themes on topics such as the following:
   a. Stories of vacations, recreations, and outings. In these, set before the pupils the aim to interest their classmates. When the themes are read aloud, ask if the details included are interesting and necessary.
   b. Description of things that the pupil has made, or directions for doing things. The test questions are: Is it clear? Are all essential points included?

c. Stories, descriptions, details of work done in other departments of the school, or of work outside of school hours, or in vacations. Such subjects as "How I earned my first money" are suggestive.

d. Frequent practice in letter writing. All letter writing should be real, should be in real form, and should be written to real persons. The forms of the business letter should be taught. In teaching the social letter it has been found an incentive to have the pupils correspond with those of a similar grade in another state. The first letter is planned as a class exercise, the form, the stationery, the superscription all being carefully considered. Later, letters may be written with little supervision. The desire of the pupil to do well will be an incentive for careful work, and the practice in composition may be quite as valuable as if done under the teacher's eye. Pupils receiving particularly good letters may give them to the teacher to read to the class, and report the teacher's comment to the writer. A good project in letter writing is that outlined by the Junior Red Cross in *School Correspondence: a Teacher's Handbook,* furnished to schools by the American Red Cross, Washington.

e. Reports, chiefly oral, upon books read outside of class, the aim of the one giving the report being to interest other pupils in the book. For this purpose, it is best not to allow the whole story to be told.

f. Themes on topics suggested by incidents or situations in the books studied. These should not be mere reproductions.

2. The principles of grammar are to be taken up in so far as they help in writing and speaking correct sentences. The topics outlined below are sufficiently treated in the newer books on composition. As fast as learned, the principles should be applied in the correction of written work, and pupils held strictly responsible for observing them. A common terminology should be accurately used in all work in grammar.

a. The sentence: ability to tell which part of the sentence says something about the other part—predicate and subject, with analysis of predicate into verb and complement; agreement of subject and predicate; modifiers of subject, verb, and complement.

b. Parts of speech: nouns, common and proper; verbs, idea of tense by use in complete sentences—not formal parsing; case of pronouns through use in sentences.

Note: In correcting errors in grammar in written work insist upon the application of such principles as are known, or merely supply the correct form when the principle is not known.

3. Spelling of words used in writing.
4. Punctuation needed, including capitalization, as determined by dictation exercises.
5. The dictionary consulted for pronunciation, meaning, and usage.

C. Method

Certain details of method have been explained in connection with the projects listed under B. To these may be added the following:

1. The general principle to be kept in mind is that of unity of aim and variety in exercises tending to accomplish this aim. The aims of the course as stated under A should be kept constantly in mind.
2. Motives for composition work should be sought in the life of the school and of the community. A letter written to a pupil who is kept at home by sickness and who wants to know what is going on at school; an address in favor of a candidate for a school office; a discussion on a question of local interest which is being reported in the newspaper—such topics help to vitalize the work.
3. Oral discussion and the framing of a brief outline should usually precede the writing of themes. Criticism should be constructive and should point out merits as well as faults. In pupil criticism it is particularly necessary to require this.
4. Composition work should be socialized. The pupils should write with a definite audience in mind, and as far as possible, his work should be presented to the class. Class criticism should in a measure take the place of teacher criticism. If the purpose in writing is made clear in the assignment, and if the general aims are kept before the members of the class, they can criticise a theme very successfully, and the reaction upon the writer is more marked than when the criticism comes from the teacher.

5. Blackboard work should be a prominent feature. The exercises should be brief enough to allow them to be written and criticised within the recitation period.
6. In oral and written work keep before the pupils the conception of the sentence as a unit. Combat the common practice of making an oral composition a series of statements linked with "ands." All the work in grammar should be done with the view of developing an effective sentence sense.
7. So long as bad spelling is considered a mark of illiteracy, it is the duty of the school to make a determined effort to overcome it. The study of a spelling book is open to many objections. To send a pupil to the dictionary when he makes a mistake merely shows him how the word is spelled; it does not teach him to spell it. His mistakes are usually due to the fact that he has a blurred or a wrong mental image of the word, often the result of a slurred pronunciation. To correct this it is necessary to make the right image familiar. When a pupil misspells a word, he should be required to pronounce it and to write it slowly and carefully. Further, the word should be copied into a notebook, which the teacher should inspect from time to time, testing the pupil upon his list of misspelled words.
8. As an aid to increasing the vocabulary, the dictionary should be frequently used. This may be supplemented by the study of practical word lists selected by the teacher from the books studied and by the pupil from his general reading.

EIGHTH YEAR: OUTLINE OF MATERIAL AND METHOD

I. LITERATURE

A. Books recommended for class use

Note: Select three books from Group D, two from one other group, and one from each remaining group. Lessons should be given on the care of books, the use of a library, and on how to read newspapers and magazines.

Group A

Any eighth grade reader of short, miscellaneous selections of literary excellence.

Group B

Longfellow, Henry W.—Tales of a Wayside Inn
Lowell, James Russell—Vision of Sir Launfal
Montgomery, David H., ed.—Heroic ballads—Ginn

Group C

Andrews, M. R. S.—The perfect tribute
Hubbard, Elbert—Message to Garcia
Muir, John—Stickeen: the story of a dog—Houghton
Van Dyke, Henry—Story of the other wise man

Group D

Burroughs, John—Afoot and afloat—Houghton
Cooper, James Fenimore—Last of the Mohicans
London, Jack—Call of the wild—Macmillan
Muir, John—Boyhood of a naturalist—Houghton
Roosevelt, Theodore—Wilderness hunter—Putnam
Stevenson, Robert Louis—Treasure Island

B. Books recommended for home reading

Note: At least nine books, three of which are non-fiction, should be read from this list.

1. Non-fiction

Bible—Book of Daniel
Bostock, Frank C.—Training of wild animals
Brooks, Noah—First across the continent
Burroughs, John—John James Audubon
Custer, Elizabeth—Boots and saddles
DuChaillu, Paul—Lost in the jungle
Eastman, Charles A.—Indian heroes and great chieftains
Epler, Percy Harold—Life of Clara Barton
Fabre, Jean Henri—Animal life in field and garden
Field, Eugene—Little book of western verse
Grinnell, George B.—Story of the Indian
Hagedorn, Herman—Boy's life of Roosevelt
Hasbrouck, L. S., ed.—The boy's Parkman
Houston, Edwin J.—Wonder book of the atmosphere
Howells, William Dean—A boy's town
Jewett, Sophie—God's troubadour
Mills, Enos A.—Wild life in the Rockies
Palgrave, Francis T., ed.—Children's treasury of English song
Quiller-Couch, Arthur—Roll call of honour
Roberts, Charles G. D.—Around the campfire
Taylor, Bayard—Boys of other countries
VanLoon, Hendrik—Story of Mankind
Warner, Charles Dudley—*Being a boy*

2. Fiction

Barrie, James M.—Peter and Wendy
Bennett, John—Master Skylark
Black, William—The four Macnicols
Bullen, Frank Thomas—Cruise of the Cachalot
Cooper, James Fenimore—The pilot
Eggleston, Edward—Hoosier schoolmaster
Ewing, Juliana Horatio—Jackanapes
Hughes, Thomas—Tom Brown's school days
Kingsley, Charles—Westward Ho!
Kipling, Rudyard—Puck of Pook's Hill
Kipling, Rudyard—Rewards and fairies
Lamb, Charles—Adventures of Ulysses
LaMotte-Fouque, Baron—Undine
Lucas, Edward Verrall—Slow Coach
Masefield, John—Jim Davis

Melville, Herman—Moby Dick
Munroe, Kirk—Fur-seal's tooth
Ollivant, Alfred—Bob, son of battle
Porter, Jane—Scottish chiefs
Pyle, Howard—Otto of the silver hand
Roberts, Charles G. D.—Kindred of the wild
Russell W. Clark—Wreck of the Grosvenor
Scott, Walter—Rob Roy
Stevenson, Robert Louis—Kidnapped
Tarkington, Booth—Penrod
Twain, Mark—Adventures of Huckleberry Finn
Twain, Mark—The prince and the pauper
Verne, Jules—Twenty thousand leagues under the sea
White, William A.—The court of boyville

C. Suggested papers and magazines

A daily newspaper
The Country Gentleman
National Geographic Magazine
Current Events

II. COMPOSITION

A. Aims

In general, the same as before. Try also—

1. To secure greater flexibility and variety of sentence structure and
2. To teach the common practice in paragraphing.

B. Material

1. Themes, based largely upon personal experience and observation. See topics under the seventh year, to which these may be added:
   a. Simple work in explanation of local and civic matters. This may take the form of written answers to questions such as these: How are our roads repaired? Who fixes our tax rate, and for what are the proceeds spent? Of what use are parks, and who has charge of them? How are township and borough officers selected?
   b. Themes on worthy qualities in characters whom the pupil admires in life or in books. This leads naturally to themes on what pupils would like to do or to be; or this may be brought in as the concluding paragraph of an autobiography.
   c. Descriptions of interesting work in other classes, especially in the departments of manual training, house hold arts, and science.
   d. Simple exercises in discussing the topics usually growing out of school life, the aim being to teach the pupils

to keep to the question, to treat their opponents courteously, and to cultivate the habit of forming independent convictions.

e. Much drill in practical exposition, pupils telling how to do things, how to make things, how to go to various places, how various contrivances work. Much of this should be oral, or at least read before the class, and tested by the question, Has the writer made it clear to one who did not know?

f. Accounts of visits to points of interest, trips through a factory, visits to museums. If this is a class exercise it should be preceded by a talk telling the pupils what they are to observe particularly. Sometimes the teacher may announce that the best composition on this topic will be published in the school paper.

g. Discussions on how pupils have earned money, how they have used it, or how they may have used it more wisely; of how pupils may help to make the home more happy; of helping to keep the neighborhood neat and clean; of how they may use wisely their leisure time.

h. Emphasis on letter writing, especially in the rich field available through the *Junior Red Cross News* as outlined in the plan for correspondence.

A project study should be made of the postal system.

2. Topics in grammar that should be taught as needed in practice:

a. Phrases: their function as modifiers, with a careful drill on prepositions and their exact use.

b. Clauses: development in an easy way of subordination; exact meaning of a definite number of connectives—conjunctions, relative pronouns, and some of the conjunctive adverbs; common punctuation of the complex sentence.

3. Spelling should be continued as outlined in the seventh year.

4. Punctuation as needed in actual writing, with occasional dictation drills.

5. The dictionary to verify spelling, pronunciation, and syllabication.

C. Method

The principles of method laid down for the seventh year, especially in one to five, apply equally to this year. To these may be added the following:

1. To secure variety and flexibility in sentence structure there should be abundant drill in sentence manipulation. This, as experience shows, is not only effective but interesting, since it introduces an element of challenge or contest. These exercises, drawn from what the pupils have written, may have various forms:
   a. Combining a number of brief statements into a single sentence
   b. Changing compound sentences into simple or complex ones
   c. Reshaping awkward sentences, especially such as contain unnecessary repetitions; placing of modifiers for clearness, smoothness, and emphasis
   d. Punctuating many sentences, or repunctuating faulty sentences. This is effective in showing the relationship of part to part and supplements the grammar study, giving it practical application. Here is found the reason for studying complex sentences as such.
2. As the pupil is now beginning to write longer themes, it becomes important to emphasize somewhat the paragraph as a unit of discourse. This may be done in various ways:
   a. Planning themes in class and requiring that from an outline each main topic be developed as a paragraph
   b. Requiring pupils occasionally to exchange themes and test paragraph unity by trying to write the topic of each paragraph in the other's theme
   c. Assigning topic sentences and requiring pupils to develop them into paragraphs

Emphasize naturalness in posture and voice, distinct articulation, and correct pronunciation in oral compositions. A question will often bring the speaker from a voice-for-the-occasion to his natural voice.

PART III. ADMINISTRATIVE DEVICES

A. Textbooks. There is a place in the teaching of English for textbooks, but apart from reading material it is not a large one. Because English is an art practiced throughout all of the hours that a child is awake, many features of it cannot well be detached and formalized for textbook study.

1. Composition. A textbook in composition when used should be a guide and reference book. It is not to be studied from cover to cover. It cannot be assigned lesson by lesson and page by page, if it is to serve a useful purpose. The teacher in seeking material suited to the needs of a particular year may have to skip about in the textbook.

Several different textbooks should be on the desk of the teacher for purposes of furnishing abundant illustrative material, suggestions on methods of presentation, information on difficult points of usage, and model lessons and standards of accomplishment. But no one textbook nor several textbooks will be a substitute for thoughtful study and planning along common sense lines.

Books should in no case be used before the third year. It would be better to introduce them in the fourth year. Not more than two books are needed in the third, fourth, fifth and sixth years.

A serviceable textbook in composition ought to do these things: (1) Recognize language as an art to be learned through daily practice and to result in correct habits of expression; (2) base the exercises upon experiences of the children; (3) emphasize a usable vocabulary; (4) afford ample opportunity for such practical exercises as letter writing; (5) provide adequate interpretation of literary material for the purpose of developing appreciation by the pupil; (6) give to the teacher usable lesson plans and devices.

2. Reading. In addition to the basal reading system there should be from six to ten supplementary readers, literary and informational, for each year.

The following suggestions taken from the *Eighteenth Yearbook* may be of help in selecting a basal reading system: "An effective method (a) should place emphasis on the content of what is read by means of the methods which are employed, (b) should develop independence in the recognition of words by means of word study and phonetic analysis introduced in special drill periods after the pupil has acquired a basal vocabulary through content reading, and (c) should provide a system of phonics which leads to a natural and accurate pronunciation of words when the sounds of the successive

elements of words are combined and which will aid, rather than interfere with the analysis of longer words when they are encountered in grades above the second.

3. *Dictionaries.* A dictionary is a reference book. It is the one indispensable book in acquiring a mastery of English. For that reason it should be regarded as a textbook and should be supplied in sufficient quantities to meet the needs of the fourth, fifth, and sixth years.

B. *Blackboards.* Good blackboards, placed low enough to be used with ease, are indispensable in English work. But whatever the character of the blackboards, teachers should make constant use of them in composition work. Their use counteracts the excess to which manuscript work may go. Definite and exact results in composing may be secured by pupils and teacher working in coöperation by aid of a blackboard. A blackboard is time-saving for the teacher and is much more effective for the pupil's work than are papers marked in the evenings.

In the primary grades the major portion of written English must be blackboard work. From it notions about written sentences must be developed, the characteristics of pronunciation learned, and practice in handwriting afforded.

C. *Library Rooms and Provision for Reading.* A reading room or library room should be regarded as a necessary part of all average-sized graded schools. Such a room should be equipped with a liberal supply of books suited to children of elementary school age. It should be made a well-regulated, comfortable spot where a pupil can go and become accustomed to the reading of a good book.

Where a library room cannot be had, the books listed for a particular year should be shelved in the room where the pupils of that year report. In fact, a bookshelf of suitable titles should be in every room in addition to the ones shelved in the library room. Whenever a public library is within reach of the school, a working relation, on the initiative of the school, should be brought about by which the school pupils may be supplied with suitable books.

D. *Standards of Attainment.* Standards of attainment must be flexible in English, even in spelling. Liberation of ideas and eagerness for reading must never be checked by standards and examinations. Nor can there be a close grading based on the application of standards of accomplishment. Some pupils awaken in English later than do others.

However, a teacher must not work at random. Use should be made of certain standard scales and tests, because they have a wide comparative value. They are in reality measures of teaching.

Handwriting scales should be available for helping pupils criticise their own efforts. Silent reading tests for determining, in comparison with other schools, the speed and comprehension with which printed matter can be read are of reliable value. Oral reading tests, though of less value, may be used to advantage.

Spelling and standard forms used in writing can be tested to much advantage. Simple dictation exercises, suited to the class, are effective for this purpose.

E. *Speech and Voice Training.* A distinct, natural, and pleasing speaking voice is an important part of expression through talking and reading aloud. It needs emphatic attention in all years of the elementary school. A pupil who cannot make himself heard when he speaks lacks the first essential in English. He must be stirred out of the frame of mind that permits him to mumble his words. If the child is taken when he enters school and is held to a standard of clear and accurate speech from year to year, practically all defects can be remedied.

In the first two years, speech is closely associated with phonic work. Many forms of speech defect may be corrected by proper phonic work in the first year. Discipline is one of the strongest factors in voice and speech control.

Enunciation and the production of correct speech sounds should be concentrated on in separate drill periods. Vocal gymnastics for voice production should be concert drill.

For the first two months of the first year, with the entering class, there should be concentration on the production of speech. This speech production does not depend so much upon the amount of breath as it does on the subconscious control of breath. Vowel sounds should be taught through hearing and not through position of the speech organs.

Whispered sounds should be taught before vocalized sounds . "D" should be taught after "t" has been taught. "H", "b", "d", and "g" should not be taught as separate sounds but in combination with vowel sounds. The combination should be "ba-t" instead of "b-at." A double consonant, such as "st" in the word "stay", should be taught as "s-tay." Such widespread errors in speech as the omission of the aspirate in the combination "wh" in such words as "what" and "where" should be made the subject of special drill.

By the fourth year the child should have his speech habits well formed.

F. *Manuscript Form and the Mechanics of Writing.* The character of a manuscript is largely the result of habit. Standards of excellence should be set up as being worthy of attainment. Written work ought to be well done, if it is to be done at all. The place and

way in which written matter is put on a page—margin indentation, lack of a crowded appearance—should be taught with care. All written work should be signed and dated.

1. Letters. Special instruction should be given on writing letters, both social and business, that are within the grasp of the sixth-year children. In addition to the first requirement that a letter must say the right thing, there is no excuse for ignorance on the part of pupils as to the approved form in heading, address, opening phrase, closing phrase, or of the form of address on the envelope.

2. Punctuation. Punctuation of the simple sentence can be well mastered by the end of the sixth year. Probably little headway can be made where the sense requires the use of a semicolon. Quotation marks for a split quotation, may be attempted.

3. Capitalization. Capitalization, except at the beginning of a sentence and in proper names, is based on mere convention and is not so important as is punctuation. The use of capital letters for proper names and for *I* is about as much as can be taught, unless it is in the title of a book.

4. Abbreviations and Contractions. But little attention should be given to these. Time spent on learning abbreviations is largely wasted. For paragraph writing nothing except Mr., Mrs., jr., and sr., as attached to names of persons, needs to be known. Names of days and months should be written out, and so ought the names of states.

Contractions have little place in written composition except in personal letters. Instead of giving time to the written spelling of difficult contractions such as don't, the time can be spent to better advantage on their proper use in speech.

G. Usage in Speech and Writing. Errors in the use of words in the right form do not cover a wide range. As stated in the outline of work by years, the best thing is a positive treatment where a right form is held up as the preferred usage. The persistence of incorrect form is due to habits that are hard to change. This is in nearly every case an individual instead of a class matter; but as a teacher can not find time for much individual correction, class drill that is well planned should be used.

Investigations have shown these errors to have narrow limits; the confusing of tense forms, use of the wrong verb, failure of the verb to agree with its subject, use of a pronoun in the wrong case, failure of the pronoun to agree with its antecedent—these are among the common sources of error. The studies of Professor W. W. Charters of Carnegie Institute of Technology are very suggestive to teachers. Drill should be given to the pupils who need it, in the use of ap-

proved form in a sensible and interesting context. "Don'ts" are of little value. In the lower grades games are of value. For the thoughtful and attentive child in the intermediate grades, a giving of the right form by the teacher may be enough—if the pupil is given an opportunity for drill in the use of such correct form.

H. Literary exercises and reading circles. Special literary exercises involving story telling, reciting poetry, reading favorite selections from books, telling anecdotes and incidents are of much value. In the observance of special days such as Thanksgiving, Lincoln's birthday, and Arbor Day, the children should be active and should receive credit for what they do.

Reading circles for boys and girls, held at the schoolroom or at the homes of the pupils, are a practical way to draw attention to the place of literature as a means of enjoyment outside of school life. They should be wisely directed, and separate organizations should be maintained for the boys and girls in the fifth and sixth years.

I. A spelling list. The following words, listed by a committee of the National Council of Teachers of English, have been found to be "demons," misspelled in high school and college. They occur in the normal vocabulary of the grade noted, and should be mastered there. They should be reviewed in each succeeding grade. Every teacher should master them.

1. *Second grade:* any, does, first, goes, here, know, many, much, off, some, such, there, they, too, very, went, write, wrote, again, asked, been, buy, coming, dried, dear, done, dropped, every, having, bear, heard, knew, making, near, once, only, running, school, shining, stopped, sure, taking, threw, their, told, tried, two, when, whole, whose, writing.

2. *Third grade:* afraid, all right, almost, already, always, asks, beginning, children, color, could, doctor, early, easy, enough, father, forty, friend, great, have, its, loose, lose, loving, new, none, often, people, quite, says, should, shows, speak, though, truly, until, women, would.

3. *Fourth grade:* across, also, among, because, before, built, business, can't, choose, don't, easiest, February, fourth, hour, instead, just, losing, meant, minute, piece, pleasant, quiet, ready, receive, Saturday, seems, tired, sentence, straight, through, Tuesday, used to, weather, week, Wednesday, written.

4. *Fifth grade:* answered, break, country, didn't, different, doesn't, either, except, half, isn't, perhaps, really, replied, since, stretch, tear, toward, trouble, useful, wear, whom, without.

5. *Sixth grade:* certain, crowd, describe, hoping, hurried, ladies, laid, led, library, paid, said, sense, separate, speech, stories, studies, surprised, thrown, tries, won't, whether, wouldn't.

6. *Seventh grade:* chief, copied, description, destroy, disappointed, disagree, enemy, finally, foreign, generally, government, grammar, judgment, lies, lying, necessary, pretty, principal, probably, read, respectfully, seize, sincerely.

7. *Eighth grade:* accept, at least, definite, divide, dollar's worth, easily, immediately, Jones's, lady's, ninth, occasion, occurred, offered, opened, preferred, usually.

J. Bibliography of Books for Teachers

1. English practice

Barbe—Famous poems explained—Hinds
Barnes—Types of children's literature—World
Bryant—How to tell stories to children—Houghton
Chubb—Teaching of English—Macmillan
Driggs—Our living language: how to teach and how to use it
Haliburton & Smith—Teaching poetry in the grades—Houghton
Colby—Life and literature in school—Houghton
Fay & Eaton—Instruction in the use of books and libraries—Boston
Hosic—Elementary course in English—Chicago
Klapper—Teaching children to read—Appleton
Lowe—Literature for children—Macmillan
Mahoney—Standards in English—World
O'Brien—Silent reading—Macmillan
Olcott—Children's reading—Houghton
Rice—Outlines in dictionary study—Gregg
Shedlock—Art of story telling—Appleton
Sheridan—Speaking and writing English—Sanborn
Smith—What can literature do for me?—Doubleday
Suzzallo—Teaching of spelling—Houghton

2. Material in literature

Aesop—Fables told anew by Joseph Jacobs—Macmillan
Anderson—Fairy tales—Dutton
Bulfinch—Age of fable—McKay
De la Mare—Peacock pie—Holt
Dixon, E., ed.—Arabian nights' entertainments—Putnam
Grimm—Household tales—Dutton
Jacobs—English fairy tales—Putnam
Mabie—Norse stories—Rand
Scudder—Children's book—Houghton
Stevenson—Home book of verse for young folks—Holt
Stevenson—A child's garden of verses—Scribner
Thorne-Thomsen—East o' the sun and west o' the moon—Row
Wiggin—Tales of laughter—Houghton

SYLLABUS IN GEOGRAPHY

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PART I. EDUCATION AND THE CONTRIBUTION OF GEOGRAPHY

Education today is a process whereby the child acquires those habits, experiences, situations, accumulates those ideas, vocabularies, and principles, and develops those abilities and skills which will enable him to make his greatest and broadest contribution to the economic, social, cultural and ethical aspects of society. At the same time he should realize that emotional and intellectual reaction that comes to a man, woman, or child who feels that he is functioning happily and helpfully in the group with which he is associated. "Personal achievement and service to society are one."

What then can lessons in geography contribute in developing such individuals? It should create situations which will produce significant activities in a child's life that make possible a growing adaptation to his environment and that will gradually make it possible for him to think in terms of the lives of peoples elsewhere in the world. It should help to develop those habits and attitudes that children may properly be expected to develop at various ages. In addition to this, the course of study in geography should set up for each grade the standard of achievements indicative of a pupil's ability to progress to the work of the next grade.

In the beginning, geography was little more than cartography. It aided the mariner in his course. It helped the historian to put down his ideas. Gradually it became a description of the earth, but with the emphasis on the earth forms rather than on the relationship between the earth forms and life. By and by, the earth began to be considered as the home of man. This conception naturally led to the study of commercial and industrial geography, which in time developed into a study of relationships between facts and industry. Today geography is a scientific study of relationships between man and earth which involves certain definite facts and principles. It is not merely a vast collection of more or less unrelated facts about things on the earth. Moreover, it must deal with the world as communities of workers whose activities are explained in terms of natural or geographic factors of their environments and in terms of the concrete evidence of coöperation and mutual helpfulness existing between these workers in the various environments of the world. This necessitates that the pupils acquire certain definite geographical information dealing with facts and principles, certain

habits and skills in the use of tools of geography, and certain attitudes in thinking, working, and acting together.

The child's contacts are closer with the life responses than with the geographic controls themselves. Therefore, it is suggested that in each case the life activities in the given place be the approach and that they be studied in the light of the physical controls found in that place. What people are doing, how they are doing it, where they are doing it, when they do it, how much of it they do, constantly associated with the "why" of each, are the questions children ask. The "why" is answered in terms of physical influences, namely, conditions of climate, surface, soil, mineral deposits and position relative to developed regions of the world.

However, the teaching of geography in the elementary schools deals not only with the acquisition of carefully selected geographic ideas, vocabulary, and principles; something more must be accomplished. Through the teaching of geography the childen must be aided in developing those habits, those abilities and skills, and those attitudes of mind which will enable them to be the functioning citizens—boys and girls today and men and women in the future—which American Democracy requires. The specific contributions which the study of geography makes in achieving this ideal are:

1. Training in ability to use such geographic tools as specimens, pictures, verbal matter, maps, graphs, charts, statistics, and in the necessary geographical vocabulary.
2. Habits of turning to people for information; thus the child discovers that folk in the home and the industrial and business world can be of definite assistance to him.
3. Accurate, vital facts and broad geographic principles concerning the lives of people all over the world who after all really are his neighbors.
4. That broad and open-minded scientific attitude of mind whereby the child will weigh the problems placed before him, fairly consider them from all sides, and insist on full information before he arrives at a decision.

Only through a sympathetic attitude toward the problems of his close neighbor, as well as distant neighbors, can he achieve that worth-while contribution to society as a whole which life requires of him and at the same time enjoy for himself that comfort and happiness which may come to him when he feels that he can "tackle a job" and carry it through.

Formerly the emphasis in teaching was placed on memorization. A child had to be able to locate places; then the time came when he might give one or two interesting facts about them, but through it all

the geography lesson was very humdrum. With the introduction of the study of industrial units, a little contact now and then was made with his everyday life, but the emphasis on the processes stressed a phase of life which the child could not comprehend and which after all did not function in his life at that particular stage. Along with this treatment, and due probably to the topical or type study method, came an inclination on the part of teachers to have the pupils determine what the method of study should be, whether the "story" should be begun at the raw product stage or at the manufactured article stage. Thus some initiative was permitted to enter into the work.

Moreover, the study of the industries made it also more necessary, as well as possible, to introduce specimens and pictures in connection with the work. Within the last ten or fifteen years there has been another forward step in the teaching of geography. The policy of establishing objectives has developed or brought into play the children's initiative. The deep interest in the work in hand naturally leads to a desire to accomplish this work, and hence with this emotional stimulus the child sets forth to perform a piece "of purposeful activity." With his objective in mind he gathers information from all available sources and not merely from his regular textbook. Specimens, pictures, words—not only from the book, maps, charts, but also from people, including famous lecturers as well as his own classmates—all help him to achieve his goal. Thus his entire environment, at school, at home, on the street, in the store, everywhere about him begins to open up as a wonderful wealth of assistance.

This very mine of information and material requires the development of another ability on his part, namely, that of choosing between that which is worth while and that which does not function in a given case. It requires the organizing of this material and information in such a way that it will make the matter in hand not only clear to the child himself but to the rest of his class as well. With the work organized he is ready to present the problem and his findings to the class. The acquisition of skill in organization and presentation is quite as essential as the ability to secure and evaluate information. The development of the ability on the part of the child to impart to others what he has obtained, then, is another function in the teaching of geography. The matter does not, however, rest here. The child must be judged on the basis of his achievement. He must be encouraged for what he has done well, and aided in doing at some future time that which he has failed to bring up to the temporary standard set by the class. Thus no longer does the child recite to the teacher, but everything which he says is addressed both to the teacher and to his entire class as an audience and critic.

Through all of this development the teacher's position in the classroom has been somewhat changed. In the early days he may, or may

not have been a dictator. In any case he was likely to prescribe which page in the textbook was to be studied for the next day. Today the situation is somewhat different. The teacher, though not so prominent physically before the class, is nevertheless that constant guiding influence appearing with a question here and there only when guidance is necessary. More and more the responsibility for the work is assumed by the class, though in no case should it be thrust upon the children before the proper development has been made whereby they can carry the weight of this responsibility. There are times, of course, when the teacher must determine a certain matter finally, thus acting as a judge; but these times should come only after there has been abundant open-minded discussion concerning the matter in hand. It means constant work on the outside as well as careful analysis of the pupils as individuals so that the guidance which is suggested will help each individual achieve the highest goal, not only from the standpoint of geographical information, but also from the standpoint of ability to determine and to perform worthwhile contributions to a social group.

PART II. ESSENTIAL FACTORS IN TEACHING GEOGRAPHY

KEEPING UP TO DATE

Geography deals with life activities of people all over the world. Life is not static, it is dynamic. It is constantly changing; therefore one of the first necessities in the teaching of geography is constant watchfulness on the part of both teacher and pupil for new developments throughout the world. Not only do conditions change, but new principles are being discovered as well and new vocabularies are being made constantly. The recent world events have introduced many new words with which the citizens of today and tomorrow must become familiar not merely as so many letters, but as symbols representing facts and relations. There must be associated with these words, the ideas necessary to make possible the proper interpretation of that term. For example, Yugoslavia and Czechoslovakia should not be words that arouse a certain fear in pronunciation or mean merely new countries of the world somewhere in Europe, but should mean countries full of life—in the latter case, a country which has already progressed to a marked degree so that it has a definite standing in the economic life of the world; in the former, a country in which several nationalities must adjust themselves to each other, where, nevertheless, the resources are such that they can maintain themselves provided this adjustment is made.

"Mandate" is another term which has appeared recently in the newspapers and in public discussion. The teacher as well as the child in the upper grades should be able to distinguish between mandates and colonies. In the case of a mandate, a country has been placed under the guidance and influence of another more firmly established country which is in turn responsible for its administration of the mandate to the League of Nations. But in a colony, the colonizing country exercises rather unrestricted control over the colonized territory.

Other things are also going on this very day with which the teacher and class should keep in touch; for example, the thrilling expedition of the Englishmen who were endeavoring to reach the summit of Mount Everest (29,002 ft.), a feat not previously accomplished; Captain Amundsen's Transpolar flight (The party left Nome, June 28, 1922). The pictures and reports appearing in current literature are most effective means of stimulating interest in studying geography as well as imparting worth-while information.

The textbook is a guide and reference but it cannot possibly be kept up to the minute on all information necessary for the vital teaching of geography. Every available source must be utilized by

the teacher and pupil. Current books and magazines are absolute necessities in preparation of geography lessons.

For the teacher, as preparation for geography work, there is that other big field—travel. There is no substitute for traveling with seeing eyes. If the proper background of knowledge has been established by the teacher, she can interpret what she sees. Experience in situations anywhere in the world produces emotional reaction and satisfaction, which in turn produce confidence that can be acquired in no other way. By keeping her feelings and her knowledge up to date, the teacher is keeping herself prepared to teach geography.

From the standpoint of the technique of teaching geography, the teacher needs to watch the progress of various experiments in the teaching process wherein the applications of psychology are being constantly made, and standards of achievements for the pupils at certain stages of development are being determined. At the same time, she will be on the lookout for new available sources whence material such as specimens, pictures, maps, graphs, charts, etc., can be obtained. By securing these, or better still, having the children secure them at times when they function in the geography lessons, she will introduce means whereby the work can be made more vital and realistic.

VARIETY OF METHOD ESSENTIAL

The significant phase of learning is the learner's methods not the teacher's method. Hence there must be a constant searching on the part of the teacher to find out what habits of learning the pupil is forming. The teacher should think of the classroom period as the time during which the pupil is learning how to study geography rather than a time when the pupil is reciting on the facts of geography. This requires that in practically every geography lesson some attention must be given to the pupil's ways of using geography tools. He must know how to use a picture, a map, a graph, and verbal and statistical matter. Materials of all kinds are absolutely essential in teaching geography today. However, the modern textbook in geography with its pictures, maps, graphs, diagrams or charts, and verbal and statistical matter should be the leading source of information.

The project idea is a point of view rather than a method. Every unit of work in geography should be a piece of "purposeful activity carried to a successful conclusion."* In the procedure those means which are best suited to the abilities of the children in a given class should be used. A unit of work in geography is a piece of work in which the various elements bear a definite relationship to each other. It may involve the study of an occupation, a commodity, a country,

*Wm. H. Kilpatrick—Teachers College Bulletin, Oct. 12, 1918—Teachers College, Columbia University, New York City.

a continent, a region, or a problem which deals with various occupations, commodities, countries or regions. In every case, the pupils must have a common purpose in mind for studying the unit and must be analyzing the relationships between life reactions and the physical factors of environment. At times a concrete form of expression such as a miniature coal mine may be the outcome, but many times there will have been merely the oral and written discussion of the work in the effort to arrive at some conclusion. However, in a unit of work in geography, specimens, pictures, maps, graphs, and charts, as well as verbal matter, are absolutely essential as means of acquiring ideas pertinent to the matter in hand and also of expressing these ideas. For such purposes the material may sometimes be set up in exhibit fashion, but more often it will be used associatively to make clearer the point under discussion.

Finding a worthy unit is the first matter whch needs to be determined. Not only such units as will function in the child's personal life should be chosen but units which will require the development of such habits as will be of definite value to the child in future life. The contacts and interests of the child are studied and analyzed and these become the basis of procedure. The teacher may introduce one or two ideas to start the pupils thinking along certain lines. Their interests and desires are aroused and in the end a unit of work is determined upon by children and teacher which involves the work that is to be taught in the given grade, but which at the same time has stirred the emotions of the pupils since it was really the result of their initiative and planning. Moreover, it appears worth while and reasonable to the pupils. Hence the unpleasantness which so frequently accompanies an assigment because the child has nothing to do with developing or formulating the piece of work, is avoided. The teacher takes up the work with enthusiasm because she too considers it a purposeful activity both in immediate and deferred values. Moreover, through this coöperative analysis of problems, she comes to understand her children; and thus the subject of geography becomes not merely an end in itself, but also a means whereby she aids the child in his proper development.

In the beginning it will no doubt be advisable to have certain class work. Soon, however, the teacher will see the advisability of breaking up the class into groups wherein each group is definitely responsible for a specific contribution to a larger unit of work or problem. In this way there is opportunity given for training in leadership and also in coöperation and mutual helpfulness within a group. However, before this group organization can be introduced the teacher must have checked up the pupil's abilities in the use of certain simple tools of geography and she must also feel assured that

the children have some skill in determining values, that is in discriminating between what is essential and what is not essential in a given mass of information.

From time to time various methods of presentation have been urged as having something of value to contribute toward the development of the child. At the present time the problem method seems to be occupying the center of attention. Prior to the advent of the problem method the type study method was being stressed, and previous to that the topical method. Each of these methods has something to contribute to the educative process and *no one of them should be used to the exclusion of all others.*

Topical method. The topic must be worth while, offer sufficient opportunity for investigation and organization, but not be beyond the comprehension of the class or too inclusive in its scope. The teacher and class together develop the analysis which is to be made. At no time should a printed outline, or an outline previously conceived by the teacher alone, be presented to the class with instruction that they either study it or fill it in. The only value that might accrue from such a lesson might be that of an ability to follow instructions, but since there is abundant opportunity to give instructions and see that they are followed up at various times in the geography lessons generally, this super-imposed treatment of the topic method with its accompanying deadening of the child's spirit should not be used. When, however, the teacher and class have worked up a topical outline on such a unit as, for example, sugar cane, in which the children determine perhaps that they want to find out what are the uses of sugar, from whence it has come, why it has come from there, and by what means it has come, the class might then set to work in discovering the answers.

In order to accomplish this the children must acquire abilities in the use of tools. The use of the textbook is a specific achievement to be attained in the fourth year. In fact, the first time they have had a unit which involves textbook work, it would be well for teacher and class to work together. The result of such lessons will be that the children, after having determined on a method of procedure and knowing where to turn for the information, will set about answering the inquiries which they have raised. In this treatment of sugar, for instance, in the fourth year, the children would deal probably with sugar cane as it applies only to a given region, say the United States.

In the topical treatment, as in any method, a worth-while unit must be chosen. The analysis of the topic should be such as suits the child at that stage of his development. Too frequently an adult's approach and analysis are made. It is necessary that the topic be approached from the child's contact. Hence it is frequently prefer-

able to begin with the uses of coal and gradually work back to the formation of coal. The historical treatment of tracing the topic from its origin to its present use fits the adult better than it does the child. Then the detail with which the topic is developed should again be determined by the stage of development of the class. The sub-topics should be of such a nature that the pupils can obtain the necessary information and interpret it effectively. Words are frequently meaningless. The ideas must be within the comprehension of the child.

The scope of the entire topic must not be beyond the capacity of the class. Brief, clearly presented topics are much to be preferred in the lower grades. Finally, the resulting ability to organize information under definite headings after sufficient investigation has been conducted develops a habit of working and thinking that is vital in other lessons.

Type study method. In the type study method an activity typical of a large group of activities is analyzed and studied somewhat in detail for one locality. The facts learned, and conclusions drawn, are then carried over to similar activities going on in other regions. Thus the sugar industry is a type study of agriculture. When following this method care must be exercised that the pupils realize the presence of this activity in other sections of the world and appreciate the part it plays in the life of the people in those sections.

The treatment of the type study may be more or less the same as the analysis which the children made for the above stated topical method. An outline is evolved by teacher and class; and the activity in the given locality, say the United States, is studied with considerable intensity. In this case, however, there is an economy of time in that activity of the other sugar-producing regions of the world is not studied with such intensity but only the most striking differences are brought out. At the same time this study represents a type of agriculture. For example, sugar cane production in Louisiana would be taken up in detail. Perhaps by discovering that something which they had for breakfast contained sugar, the children become interested in sugar. Immediately the question arises, "Where does sugar come from?" The following outline might be the treatment suggested by the class.

1. Where is sugar cane raised in the United States?
2. Why is it raised there?
3. What work is necessary to raise sugar cane there?
4. How is the sugar cane conveyed into our Pennsylvania homes?

5. Is much sugar cane raised?
6. Where else is sugar cane raised?

In answering these questions the children, through the use of specimens and pictures found in many available places, get a continuous notion of sugar cane from its production to its consumption. After this has been presented they then seek places elsewhere in the world where sugar cane is raised and present only those characteristics in which the industry differs from the activity in Louisiana. Thus sugar cane raising in Louisiana serves as a type for the whole sugar cane industry in the world.

Standards for a type study. The type study must be representative of a sufficiently large group of industries to make its intensive analysis legitimate. Hence it must contain a sufficiently large number of elements common to each member of the group. For example, coal mining is a good type study because it does involve several methods of mining—slope mining, shaft mining, stripping, etc., one or more of which methods are used in other kinds of mining. The methods of transporting coal are characteristic of the transportation of other minerals, and its usefulness to society is so general that it is a worth-while unit of study. It is a world commodity and not merely a local or national one. At the same time, it does not involve any intricate chemical treatment in its preparation for market as does gold or copper ore, the explanation of which is beyond the comprehension of a child in the fourth year. Moreover, it functions so generally in the life of the child that there is a very definite contact for the child with the study, and the frequency with which the contact occurs in the child's experience is quite sure to arouse him to carry on additional study.

Problem method. In order to teach successfully by means of problems, thoughtful and extensive reading is necessary. Problems may be used as *initial studies* or as *means of review.* Therefore the teacher must have definite knowledge of the previous achievements of the class in determining the purpose and value of a given problem from the standpoint of a particular group or class of children. In preparation for the selection of problems, the teacher and, in the upper grades, the children must keep abreast of the times and form the habit of reading from sources of authority.

The following suggestions are offered as a guide in the selection of problems.

A real geography problem must:

1. Be worth solving from the standpoint of the pupils' contact and of future usefulness to the pupils.

2. Awaken the initiative of the pupils. If the problem is interesting to the children and seems to them worth while this is inevitable. Real interest creates desire to know.
3. Involve the analysis of relationships between man and earth.
4. Develop habits and attitudes not yet acquired by the children but worth acquiring, or produce greater skill in those abilities already developed to a certain degree.
5. Require the use of those tools of geographic technique which the child is capable of using at that time and in the use of which he should be trained.
6. Develop those feelings which lead toward openmindedness and a realization of the mutual helpfulness and interdependence of people.

The method of procedure will in large measure follow the sequence discussed in "General Stages in the Development of a Unit," on page 276.

The problem frequently invites the analysis of several related topics, hence it may be considered as a more complex treatment than the topical or type study. But the fact must not be overlooked that the type study or topical method should also be developed by having the children determine certain definite questions or problems that must be answered or solved in order that the unit of work be complete. Hence, if a very simple problem is chosen the training received in each of the three methods is not radically different. On the other hand, when the problem invites more complex situations, a more constant weighing of values appears because the selection and rejection of materials are necessary.

Care must be taken, however, that the problem is not of such nature that it is out of place at that particular stage of the child's development. This will not occur if the pupils are properly graded and if the problem has been created by the pupils.

SUGGESTIONS FOR JUDGING A UNIT OF WORK IN GEOGRAPHY

It is usually advisable that the teacher and pupils early in the term develop and establish guides for judging their lessons. The following will be suggestive:

Is our unit of work worth while?
Do we clearly understand what we shall do?
Do we know where to go for information and material?

Does the material which we are using help us with the unit of work we have in hand?

Are we distinguishing carefully between what is and what is not important?

Have we gathered our information from every possible source: from observation, by asking people (at home, in the local district, at school), by reading?

Have we organized our information and concrete material (specimens, pictures, sketches, maps, charts and graphs) so that they clearly and definitely present the necessary ideas?

Can we think of any ways of doing this work?

Have we discussed the work carefully enough before drawing conclusions?

Have we summarized the facts and principles relating to the unit of work?

How has the solution of this problem helped us to be better able to solve similar problems as they may arise?

GENERAL STAGES IN THE DEVELOPMENT OF A UNIT

Regardless of the particular method being used, the stages of development will probably occur in the following sequence:

1. Motivation: the selection of something on which to work
2. Investigation } Directed study
3. Organization }
4. Presentation } Socialized presentation
5. Evaluation }
6. Clinching, or realization of the achievements

Motivation. Various devices are at hand whereby the children may set up a purpose or understand a reason for attacking a piece of work. A specimen which is found either in the classroom or in the home environment of the pupil or teacher, a picture which has been seen recently, perhaps in a book or magazine or newspaper (this includes the "movies"); a current event or an experience which perhaps has actually been lived through by a member of the class, or a story that may have been told either in this class or in a previous class, may become a starting point and serve to stimulate thinking along lines which will lead to the determination of a purpose to study the particular unit which the teacher has in mind. Of course, the initiative and the choice of such material rest with the teacher, but the formulation of the objective should be set up and established by the children, the teacher finally approving the selection.

Investigation. As soon as the objective for the work has been determined, the class must set to work to accomplish the task. This may be called the investigation stage. In the third year it would probably mean studying specimens and pictures or seeking information in a reading book, probably a trip, or acquiring information at home. In the fourth, fifth, and six years it would include also searching the textbook and other supplementary books and reference books which may be at hand. There should be a qualitative as well as a quantitative analysis made in the upper grades. Success must be measured in terms other than quantity. This process would go on whether the class works as a whole, or, as may be the case in the upper grades, the entire class has been broken into groups or committees, each one of which has assumed the responsibility for accomplishing a particular section of the task. The so-called "directed study" period would be utilized to a certain extent in this way. The term "directed" is preferred to "supervised" because it more definitely implies greater activity on the part of the pupil.

The investigation work might be done either in school, where probably the greatest part should be done in the lower grades, or at home or in the everyday world, but the common purpose is constantly in mind. In other words, the investigation period is the time when the child gathers together the information which he believes will solve his problem or answer his question. It is necessary, however, for him to know where to turn for this information, and how to use the tools which will aid him in acquiring this information. Therefore, in the lower grades it is frequently essential that the entire class work with the teacher so as to acquire certain habits of work and realize what tools are within the pupil's reach which he may use by himself later in working on his job.

Organization. As soon as this information has been gathered, the child must be led to organize it in such fashion that it can be really used. Therefore, in the lower grades teacher and class will work together with the common purpose previously determined constantly in mind. In the upper grades it should be possible, however, for the child to do some of this organization by himself, or at least in coöperation with other members of his group. Care should be taken that the habit of organization be cultivated and that some suggestions of how to organize should be made with the children before they are thrown on their own resources. This organization habit should include not only the use of verbal information but also the use of specimens and pictures in the lower grades and, in addition, charts, maps, and graphs in the upper grades. There has been too much emphasis merely on verbal presentation of ideas. Boys and girls must be trained to use every kind of material in "putting over" what

they have to say. This stage of the work might also come during the directed study period, although at times some of the work may be done at home.

Socialized presentation. In the presentation stage the class, group, or child will develop with the entire class the section of work which has been assigned to the individual (or group), as his contribution to the common purpose, with the idea of giving the class, in the best possible way, something which will be worth-while to them, and of receiving from the class an opinion as to the value of his efforts, at such times only when it is advisable to judge. In this connection, again, the child should be trained to develop his ideas by using specimens, pictures, maps, etc., as a means whereby he can ask questions of the members of his class rather than stand before his class and tell what he has discovered. At the same time the presenter must have a fair chance to develop his ideas without undue interruption. The other members of the class have the privilege of raising questions, making contributions, and participating in discussion and there must be *pupils'* activity rather than *pupil* activity throughout. The presenter will be developing the ideas with the class and not be surfeiting the children with ideas or perhaps merely words. Otherwise we are merely substituting a child for the teacher and using the lecture method which modern education considers out of place in the classroom. It is necessary that, during this presentation, the teacher prevent the class discussion from becoming vague and meaningless and keep constantly aroused in the pupils the desire to reach the goal which they have set. This presentation comes as a part of the socialized presentation period. Since the term "socialized recitation" has been interpreted so frequently as meaning an individual's standing before the class and "reciting" all he knows, the term "socialized presentation" is preferred.

Evaluation. In life we are constantly judging and being judged on the basis of results and also of methods whereby those results were obtained. Therefore, in the classroom we should train our boys and girls to judge fairly and sympathetically the efforts and methods of their classmates, but the criticism should be constructive and not destructive. The spirit of the child who has just put forth his best efforts must never be broken either by teacher or fellow classmates, but he must be led to realize that better things can come from him in the future. Thus after the group or child has presented to the class what it considers most worth-while from its investigation and what also is a solution to the matter in hand, the class should first have the privilege of asking questions of the presenter. This gives the presenter a chance to clear up any haziness in his own mind and also gives the members of the class an opportunity to have

cleared up for them anything which was not sufficiently definite. *Care, however, must be taken that a good spirit is kept throughout.* The teacher then may ask for a judging of the good points of the work presented and for suggestions whereby the presenter might have presented the matter somewhat more clearly. Here, again, the proper spirit must be maintained. The judging stage forms another part of the socialized presentation.

Clinching. One thing more remains to be done. In order that the work might be more clearly understood, there was no doubt a great deal more presented than need be retained by every child. This refers especially to geographic ideas. Out of all of this mass, then, the class and teacher must determine what are the essential geographic ideas pertinent to the common purpose which should be retained by all the members of the class. Drill in these elements must be made. They must also determine what geographical principles have been evolved, what material was used to special advantage, in other words, determine just what helped the class in acquiring the correct ideas and applying or developing the needful geographic principles. In this way the children see definitely what technique in presenting the lesson in geography is likely to help any one of them at a future time. Thus the class and teacher determine just what has been achieved throughout the lesson and in this way the children are trained to measure their efforts. They are aided in evaluating statements and proceedings.

COOPERATION

Whenever it is possible, there should be introduced socialization between different classes of the school, between different schools in the local community, or even between different communities. Frequently children in a lower grade may be working on some piece of work which enters in as a sub-unit or sub-problem in an upper grade; to permit the children of the lower grade to make their contribution at the proper time in the development of the unit in the upper grade is a worth-while piece of coöperation between classes. Moreover, the added experience of children of a higher grade may frequently be called upon and utilized in solving a problem at hand in a given grade. In this case a committee of two or three children from the upper grade may be asked to participate in the geography lesson of the lower grade.

It sometimes happens that children of a parallel grade in another school have conducted an investigation which the class in a given school will not have time to follow out. This is frequently the case of the work in local geography. Not only is it an advantage for the children of one class to have a committee from a similar class in

another school visit them and present the results of their findings, but it also gives the children of the visiting class real experience in coöperative activity. If the actual visit is not possible, coöperative activity can be produced by an exchange of any expression work, such as booklet, poster, chart or exhibit.

CORRELATION

Moreover, there is abundant opportunity for correlation between geography and other subjects of the curriculum. It is urgently advised that the teacher encourage the pupils to correlate their work in the various subjects. Where there is a departmental organization in the school, the geography teacher should have some notion of what the children are doing in their other classrooms in history, civics, science, English, art, music. The work in geography may frequently be thereby strengthened as well as made a definite contribution in the study of the other subjects. Often the making of a certain map under the direction of the geography teacher will be a decided contribution in the history class. A geography question which has arisen in the science or English classes may be answered best by working in conjunction with the geography instructor, and the pupils should be led to realize definitely that such coöperation exists between the various classes. On the other hand, geography furnishes abundant situations to be used as a basis for lessons in the other subjects; hence such correlation is advised.

VARIOUS KINDS OF LESSONS NEEDED IN TEACHING GEOGRAPHY

Lesson plans carefully worked out are essential to successful teaching. These may be laid out for the entire unit of work contemplated and then distributed over the period of days assigned for the particular unit.

Development lesson by entire class. Through the use of material the children are stimulated to raise questions; organize these questions into a working sequence; then the entire class sets out to answer the question presented. (See "General Stages in the Development of a Unit," p. 276)

Excursions. Direct observation is probably the most effective manner of acquiring information. Direct experience, therefore, should be utilized whenever possible. In this way the children come into immediate contact with actual happenings of life and may thereby obtain more lasting realizations. Moreover, they see situations as a whole rather than merely from one viewpoint.

Certain difficulties arise in the taking of excursions, but the program can be so adjusted that at least one excursion may be con-

ducted during a term. Preliminary work is absolutely essential, however. In the classroom, previous to the excursion, there must have been developed certain objectives to be accomplished on an excursion. If a definite plan has been worked out by the pupils and the teacher, and each child has a particular aim for which he will be responsible, there is little question of discipline during the trip.

Opportunities within a given locality will, of course, determine the places chosen; but in every community may be found, for example, a house in process of construction or alteration. With some classes it is quite possible to have investigations carried on by an individual child or by a group of children. Excursions to industries involving intricate processes which the children cannot sufficiently comprehend, or to industries greatly endangering the children's safety, are not to be encouraged. However, the teacher may relate to the pupils her experience on such an excursion. She will, of course, use all available material in making the story concrete.

Questions which children naturally raise either previous to an excursion during the classroom discussion or even on the excursion itself are to be encouraged. Generally speaking, at no time should the teacher in the classroom prescribe what is to be looked for. The objectives of the excursion should be the result of an oral development of an excursion with the children whereby they will determine the objectives. On returning from the trip, the essential elements observed and their application to the study in hand shall be determined by the class and stressed.

Special review activity. Where a general lack of proficiency in the use of a certain tool of geography, such as specimen, picture, textbook, map, chart, graph, is discovered, an exercise involving considerable use of the given tool or tools should be motivated through pupils' activity, and be worked out by pupils and teacher. Games, puzzles, plays, debates, journeys, may similarly be used to clinch geographical facts or principles. Some of these games should be formulated or organized by the pupils.

*Suggestions for a review lesson.** A drill lesson is successful to the degree in which it conforms to the following suggestions:

1. The pupils should realize the necessity (need or value) of having the drill lesson, hence should set up a motive for conducting it. In many cases they are even able to see the advantages of having formed certain habits because of their future helpfulness.

2. All members of the class should participate in the lesson in such a way that there is no delay in the work. This economy is

*Suggestions offered in the Berkeley, California, Monograph No. 4, the Stamford, Connecticut, and other courses of study in geography, are hereby acknowledged.

frequently dependent upon the definiteness of each individual's notion of the procedure to be followed.

3. The performance should be accurately executed. The repetitions, such as rapid map sketching, use of index, etc., should be spread over a considerable space of time and not be concentrated within too short a space of time.

4. The emphasis in each lesson should be on the phase of the work presenting difficulty.

Group activity. Development of a unit of work on the group organization plan. This necessitates also the motivation, organization, directed study and socialized presentation. (See "Stages in the Development of a Unit," p. 276). One or more of these stages may be covered in a given classroom period. Several periods may have to be devoted to the directed study and socialized presentation.

A group organization plan. In the sixth year and often in the fifth year, and sometimes in the fourth, it is advisable to organize the class into groups. Thus opportunity for close coöperation between a number of children is made possible. The problems assigned or chosen by the groups may also vary in complexity, hence satisfying individual differences. Each group takes upon itself a definite part of the larger unit and holds itself responsible for its completion. When the organization of the class for work has been completed, the groups set about achieving their goal in the directed, or supervised, study periods. It is advisable to have the groups work under the direction of a leader. In this way, not only leadership is developed but also experience given in following a leader. The teacher, of course, is always available to assist in overcoming those difficulties which the leader cannot alone overcome.

When a group of children feels that it has carried its investigation to a satisfactory conclusion, and of course a limit of time has been set for this achievement, the members of this group will then be ready to present the results of their efforts to the class as a whole. Now comes the socialized presentation, or as frequently called, "recitation" period. Instead of having either the leader or other member of the class tell the children what he knows, it is requested that the children be encouraged to present in a well-thought-out plan, specimens, pictures, maps, graphs, concerning which the pupil in charge will ask questions of the entire class. In this way the presenter will be developing the lesson and there will be constant activity on the part of the various members of the entire class rather than a mere reporting on the part of the presenter, which after all is nothing more than substituting a child in place of the teacher in the much-to-be-discouraged lecture method heretofore generally used in geography lessons. Of course, they may ask

questions of the presenter either during his presentation or at its conclusion. When the presenter has developed his contribution to the best of his ability, the class as a whole will judge the results of his efforts. The usual clinching of essential elements of the work will follow. It may be added that the presentation of contributions by each group or committee may necessitate a series of socialized presentation periods. Skill and ease in carrying on such work will, however, be quite rapidly acquired by the pupils. (Consult "General Stages in the Development of a Unit," page 276).

Testing results. A lesson may be devoted to a checking up of class or individual achievements in connection with a unit of work either completed or in the process of accomplishment. A careful analysis of the results is made by children and the teacher. This test of proficiency may apply (1) to geographic facts and principles and be a memorization test, (2) to the application of facts and principles, hence a reasoning process, (3) to abilities in the use of geographic tools and of activities in working out a new unit of work, sufficiently simple to be accomplished in one period (this might be termed a performance test). Completion of a piece of expression work such as books, charts, exhibits, etc., and also a critical analysis of such a piece of work would come under this classification.

In this connection may be mentioned the other forms of tests which are being formulated, namely: (1) the recognition, (2) true and false, (3) completion test. A reference list on "Measuring Results in Teaching Geography" may be obtained from the Director of Geography, Department of Public Instruction, Harrisburg, Pa.

Dramatizations, debates, etc. Certain phases of work and customs of people become more vivid to the children through dramatization. Hence, this kind of lesson frequently is an effective means of review or drill.

In the fifth and sixth years a debate adds that enthusiasm to a lesson which comes when an individual feels that the whole success of an achievement depends on his contribution. But care should be exercised so that accurate information is presented and fair attitudes developed.

Lantern slides, stereographs, moving picture lessons. The value of the lantern-slide lesson both as a means of developing a lesson and as a means of reviewing a unit of work has been clearly demonstrated. Many times the pupils conduct the lesson but in any case there is constantly going on questioning based on the pictures. Seldom should the lecture method be used. Where moving pictures can be used the advantage of continuity of action is procured, yet the disadvantage of too speedy exposure is also present. The moving

picture does not take the place of the lantern slide, stereograph, or other "still" picture. It supplements their value. The stereograph is also a valuable medium in teaching geography in that it contributes a better realization of distance. The stereoscope requires careful adjustment to the child's vision and proper sitting position so that sufficient light falls on the stereograph. Certain adjustments in classroom procedure must be made so that the best results can be obtained from the use of the stereoscope.

Recreation lesson. In this kind of lesson, geographic material is used primarily as a recreation. The teacher or a visitor may *relate* to the class some experience (personal or not) in connection with a topic or phase of life somewhere in the world. She brings enthusiasm and a fund of valuable information to the lesson. Pictures will of course be very valuable in this connection.

Suggestions in connection with the appreciation or recreation lesson have been stated by Strayer and Norsworthy in *How to Teach* as follows:

"It is of primary importance that the teacher bring to the class an enthusiasm and joy for the picture, music, poetry, person or achievement which he wishes to present;

"Children must not be forced to accept nor even encouraged to repeat the evaluation determined by the teacher;

"Spontaneous and sincere responses upon the part of children should be accepted, even though it may not conform to the teacher's estimate;

"Children should be encouraged to choose from among many of the forms or situations presented for their approval those which they like best;

"The technique involved in the creation of the artistic form should be subordinated to enjoyment in the field of fine arts;

"Throughout, the play spirit should be predominant, for if the element of drudgery enters, appreciation disappears."

Pageant. The pageant may be considered separately because it frequently involves several units and also several classes or groups of children. It is primarily an elaborate dramatization into which might be introduced exhibit work of various kinds and requires the close correlation of many subjects in the curriculum—art, music, physical training, as well as manual training, arithmetic, English, geography, history, etc. "Uncle Sam's Thanksgiving Party," "The World Gives and the United States Receives," "The United States as World Helper," "The Workers of the Tropics," are suggestive titles.

MATERIALS AND THEIR USES

Material is necessary in forming correct new concepts and in checking up the accuracy of concepts previously formed. It serves two purposes: a means of *acquiring* ideas and one for *expressing* ideas. Moreover, one aim in teaching geography is to give pupils experience in using tools. This implies the presence of tools in the classroom. In the case of specimens, pictures, maps, etc., the pupils should be trained to consider them *original* sources of information and not merely as means of illustrating some idea which has been presented first in words. The actual thing or picture should precede the verbal discussion rather than succeed it. It is advisable to have the concrete material introduce the idea when that idea is new or when there is a probability of a confusd notion having been previously formed by the child. On the other hand, in connection with review, the children may be required to express their ideas by choosing from miscellaneous collections, those specimens or pictures which illustrate their notion; thus concrete material may serve as a means of illustration, as a check or test of knowledge previously obtained.

Frequently an individual or group of children may choose or be required to organize a mass of material so as to tell a story from the raw stage to the finished product condition or to trace the story from the manufactured article back to the raw material. Thus the need for material in addition to the textbook is evident.

An effective but simple means of classifying and storing the specimens, pictures, maps, charts, etc., in *constant* use in the classroom should be devised. These things are to be used as sources of information and means of illustration by the children even more than by the teacher. They should function constantly in the development of the work and also be available for use in the teaching of any subject in the curriculum, therefore not kept in a sealed cabinet but so stored that they may be used at any time. Of course the children may desire to use some of this material in making charts or posters or booklets, but the greater part of it will probably be handed down to succeeding classes.

Certain unavoidable inaccuracies occur on flat maps which frequently lead to distorted notions especially in respect to distance. The frequent use of the globe in association with the flat maps will avoid the acquisition of such incorrect ideas, hence the globe should play a prominent part in the teaching of certain aspects of geography. Both printed and slated globes will be found very useful.

Specimens. The thing itself is the best medium for establishing accurate ideas. The careful collecting and effective labeling of specimens representative of the work activities and physiographic condi-

tions in the local community should be encouraged. The labels should, if possible, indicate the name of the specimen, its place of origin, and other interesting associations.

Pictures. Post cards, newspaper and magazine clippings, snap shots, prints of all kinds, stereographs, lantern slides and motion pictures contribute definitely in the teaching of geography. In fact, when the place itself cannot be visited, when the thing itself cannot be examined, a picture is the best substitute. Here again, careful organization of pictures is necessary to insure the fullest utilization. Even in the third year pictures can be so organized and stored in the class that any pupil will enjoy consulting them and do so with economy in time and with real success. Lantern slides may be borrowed from the State Museum, Harrisburg, and from the Commercial Museum, Philadelphia.

Books and other verbal matter. A few copies of textbooks, other than the one in regular use, dealing with the same subject matter discussed in these grades, some so-called supplementary readers dealing with the subject matter in a manner adequate to the needs of the pupils and other books of travel and description along the same lines, will be very helpful. Magazines, booklets, pamphlets, including railroad folders, etc., are frequently distinct aids in teaching geography, especially for their pictures. In the fifth and sixth years the verbal matter is often very usable for the children.

Collections. The collecting instinct is strong with children in these grades. Hence many contributions of specimens, pictures, maps, charts, graphs, books, etc., will be brought to school. Time and thought are needed to organize the material with labels of sufficient size and data helpful to the child, and to protect it in appropriate manner. Proper space for setting up this material is essential.

Maps and globes should be a gradual evolution for the child. In the third year, the class makes its first representation in symbolic form of a trip it has taken. The fourth, fifth, and sixth years offer many opportunities for the use of the map—physical, political, distribution (such as rainfall, products, etc.). Wall, desk, outline, and completed maps function in the work and should be constantly used. By the end of the fourth year, the pupil should realize that every map has three essentials: the explanation of the symbols (key or legend), the direction marks, the scale; and he should have acquired an ability to use these essentials with care. Maps and globes should be used as a basis for lessons and supplements to the text, as well as mediums of expressing information or experience acquired otherwise. A large-sized globe is much to be preferred and the pupils should form the habit of constantly consulting it. Charts, graphs, posters

are useful, and the children should be encouraged to use and make them in connection with their presentations.

Radio messages obtained either directly or indirectly from broadcasting centers are valuable means of motivating and vitalizing the geography work.

Sources of material. The various departments of the state and national governments publish reports, bulletins and maps which will be very helpful. Of course, only as many copies as are absolutely necessary should be requested.

Members of the Senate of the United States and of the National House of Representatives will assist teachers and pupils in obtaining government publications. A list of all publications available from the National Government but not for free distribution may be obtained from the Superintendent of Documents, Washington, D. C. A monthly list is also published.

The following divisions of the state government, addressed at Harrisburg, issue valuable material: Board of Fish Commissioners; Board of Game Commissioners; Department of Forests and Waters, Bureau of Topographic and Geologic Survey; Department of Internal Affairs, Bureau of Statistics and Information; Public Service Commission.

The following departments of the national government, addressed at Washington, D. C., issued material: Department of Agriculture, Department of State, Department of Treasury, Department of Interior (Bureau of Education, General Land Office, U. S. Geological Survey, U. S. Reclamation Service), Department of Commerce.

The Weather Bureau (a division of the Department of Agriculture) issues maps, bulletins and yearbooks.

The Smithsonian Institution, which is an associate department of the national government, issues many valuable bulletins.

The value of newspapers and current literature (magazines and books) as well as publications of banks, chambers of commerce, etc., should not be forgotten. In this connection the Geographic News Bulletin, a weekly published free by the National Geographic Society, Washington, D. C., should be mentioned, and can be obtained for the cost of postage. The Junior Red Cross Magazine is invaluable.

The collection of specimens, pictures and maps which a school district can obtain free from the Commercial Museum, Philadelphia, is very valuable.

Uses of material. Geographical tools are necessities in vitalizing the work in geography. They have two values. First, they are *sources* from which information is acquired; second, they are *means* of expressing ideas. Too frequently specimens, pictures and maps are used merely to illustrate an idea usually acquired from

verbal matter. These tools should be used more geneally as sources of information rather than merely as means of illustration. A specimen is the thing itself, the picture is a correct representation of the thing, hence there is less danger that children will acquire incorrect notions from this concrete material than from verbal matter. Of course, care must be exercised in choosing all material used in teaching geography. It must represent that idea which the child is to acquire. In the case of pictures, careful selection will be based not only on the subject matter portrayed in the picture but also on the technique of the picture. Does the picture present just enough ideas to suit the case (hence, sufficiently simple in detail)? Is the attention attracted to the proper thought, or does the background attract whereas the foreground really contains the idea which the child is to acquire?

Through the use of specimens and pictures as sources of information much economy in learning as well as greater accuracy in concept is accomplished. Printed matter, maps, graphs, etc., also make specific contributions to the learning process in supplementing the ideas acquired from pictures by satisfying questions raised but unanswered by the specimens and pictures, and by suggesting additional lines of thought.

Expression work. Not only for gathering ideas, but also for expressing ideas various kinds of material are absolutely essential in studying geography. Expression work in some concrete form may be the outcome of the coöperative efforts of an entire class, or a group of children or the work of one individual. It may take the form of a book, poster, chart, exhibit, or play. It is advisable to use loose-leaf form of book so that additions may be made from time to time throughout the year or even after the current school year. The child's own inclination in executing this piece of work should be permitted to work itself out. However, the teacher will find it necessary to have definite criteria in mind in evaluating the piece of work when the individual or group has presented it to the class. Therefore, in its complete form, each of the following should be included if it is all possible: (1) specimens representing various stages or aspects of work involved in the unit; (2) pictures—prints, postcards, snapshots, other photographs, original sketches; (3) maps to locate definitely the commodity or people with which the unit of work deals, or to indicate the controlling influence of rainfall, temperature, mountains, etc., in relation to the community or people (so-called product maps may be evolved provided the pupils are led to realize the limitation of these maps); (4) charts when they will help to represent economically a group or sequence of ideas; (5) graphs as effective and concise means of showing relationships: (6) written matter of some form as means of description or *interpretation.* This written work may be in the

form of outlines, developed by the child or group, or composition, probably brief, but original on the part of the children. In no case should copying of a mass of statements from reference sources be encouraged.

The above are merely suggestions for the teacher but should not be set by the teacher as prescriptions to be followed explicitly by the children in executing their ideas. They are merely guides for the teacher during the evaluation process, after the child has presented his work. In this way the child at his next venture may produce a more complete piece of work but not be overwhelmed by too large an undertaking at the first. In some cases it is advisable that various members of the class coöperate in a community or class exercise before each child undertakes a piece of individual work.

After each child has executed as a member of a group or as an individual a piece of expression work in connection with the presentation of the unit of work which he has chosen or which has been assigned to him, it is worth while to have the class combine or perhaps individual groups coöperate in executing some kind of book or poster or chart which is to be presented to the school as an aid for the succeeding class or perhaps to be used in connection with work in the development of geography in another grade. Thus a form of socialization is carried on and the children have an opportunity to contribute something for the good of a larger group. There are times when the historical tracing of the story is the more effective plan to follow, but it is quite as good training to have the children begin the story at the finished product stage and trace it back to the raw material, using specimens, pictures properly labeled, maps, graphs, wherever available and helpful in putting across the ideas. In most cases there must be evidence of a well-thought-out plan in arranging the book or chart or poster. Principles of art, as they have been evolved in the art lessons, should be applied, just as the principles of composition should be applied in the written work.

In connection with specimens and pictures used, for example in making a book, it is essential that the children label each of these articles. At times a printed title serves the purpose very well, but frequently a picture or specimen not labeled by an adult offers opportunity for the pupils to use their ingenuity; hence the making of original titles is to be encouraged by the teacher.

In the same way wherever there is the inclination or where it seems advisable to develop the skill in making original maps rather than using printed outline maps, this policy is to be encouraged. However, the maps should be simple and clear. This means that not too much detail should be placed on any one map, and coast lines and extra spurs to mountains may be omitted. A simple symbol will be sufficiently effective. Every map should have at least one parallel

of latitude which locates in the world the particular district under discussion as well as recalls an association between a given commodity and the climatic conditions which are in part determined by the latitude of a given place. Meaningful title, scale, key, and source of information are essential. The children who show evidence of ability in the field of map sketching should be chosen to make these maps.

In connection with the written matter accompanying a piece of expression work, care should be exercised in sentence structure, punctuation and spelling, as well as in clearness and conciseness in the use of words. Wherever outlines are used they should be the outcome either of oral discussion between the class and teacher or the creation of the child or group presenting the work. If an outline not so created but either offered by the teacher or copied from a source of information is used, it should be so labeled. Copying outlines from printed references is not to be encouraged. This same caution applies to composition work. It is much better to have brief and concise sentences which the children themselves have originated as a result of ideas they have obtained, than to have a long dissertation which has in large measure been copied from a reference book and hence has contributed little in developing the child's ability to express his own idea. Books and magazines are valuable sources for ideas. The child's growth lies in discriminating between what is necessary and helpful to a given problem and what is not.

All this work should be another medium whereby the pupils are given opportunities of expressing ideas, of "putting them over" successfully to other people and then having the results of their efforts evaluated. The aim should not be primarily to execute a perfect piece of work according to an adult's criteria; but after the class has stressed the strong points of a child's creation and offered constructive suggestions for its improvement, the child may then be permitted to act on these suggestions whereby his work may approach a more complete stage. Care should be taken always to stress the good points in a piece of expression work and not merely to indicate those aspects in which it has not quite reached the ideal. It is worth while to train the individual child to analyze his achievements in a second production in comparison with his achievement in the first.

Teachers who are interested in seeing work which has been done along this line may borrow booklets and charts from the office of the Director of Geography, Department of Public Instruction, Harrisburg.

The modern concept of geography in the elementary school as a study which deals primarily with the relationships between the life activities and the physical factors of an environment necessitates that the teacher have a comprehensive and fundamental knowledge of geographic ideas, vocabulary, and principles, not only as they relate to the specific section of the world which is to be stressed with the children in her given class but also as they relate to world conditions. Many inaccurate impressions are acquired by the children and much discomfort and dissatisfaction on the part of the teacher are due chiefly to the fact that she does not have sufficient background to teach the subject satisfactorily. This background necessitates something more than information. The teacher must have a full realization of the variety and purpose of the tools of geography—specimens, pictures, verbal matter, maps, graphs, charts, etc. She herself must know how to use them to advantage in acquiring and expressing ideas. In addition to this, the successful teacher of geography has analyzed these tools from the standpoint of the teaching process.

This introduces the most essential element, after all, in education—the child. The teacher needs to have a fund of geographic information and an ability to use the tools of geographic technique, but she must consider both of these from the standpoint of the children whom she is teaching if she means to have geography make its fullest contribution in the development of the boys and girls, American citizens of today and of the future. The child must be the nucleus—the child today, who will be the man tomorrow, whose privilege it will be to help other Americans as well as people throughout the world realize the ideals of democracy. The geographic ideas and the technique of teaching geography must be determined by the characteristics of the child in the light of his probable future function in society. Individuals differ greatly, one class is never the same as another. Hence the same method can be used neither with every child nor with every class. In teaching geography, adjustments must constantly be made to suit these individual differences. Children's experiences differ, hence the approach and treatment of the various units of work must be modified to suit the conditions as they exist in the child and in the particular environment of the class.

Modern experiments in education and the recent developments in the field of tests and measurements are demonstrating more conclusively day by day that, even in small groups, individual pupils differ more widely than one had ever realized. Pupils of the same age or in the same class show different degrees of general ability for school

work, varying from superior intelligence to very inferior. They also show marked differences in certain specific abilities, as in silent reading, drawing, or dramatic expression. They differ in personality, temperament, persistence, and emotional stability, as well as in health and energy. Any satisfactory plan of work must take into account these individual indifferences.

Some of these differences can be overcome by carefully planned teaching and individual stimulation. Others are matters of native endowment, or represent stages of mental development which will necessitate individual treatment.

Grouping pupils into sections of relatively homogeneous ability is desirable. Individual differences within these groups will still be great enough to require thoughtful attention and careful planning on the part of the teacher. The brighter pupils who read rapidly, understand what they read, and learn easily must not be allowed to develop inattention or show lack of concentration. The pupils of inferior ability must not be discouraged or lose interest.

In this connection the group organization plan comes to the teacher's aid. Different groups may be assigned to different parts of work undertaken by the class, or the groups may be held to different standards of excellence in the same work. Better results are obtained by not attempting to keep them all working on the same thing. Problems of different degrees of complexity may be chosen or assigned. Those who work on the simpler problems may be brought to feel that they contribute to the whole a necessary element, without being discouraged in their individual efforts because they are not able to measure up to the standard required for more complex problems.

On the other hand, those boys and girls who are able to handle a problem of a more intricate type can be encouraged to do their best work. Thus they, too, will be contributing to the whole; at the same time they will not be permitted to acquire lazy habits, but will be making progress beyond their previous stage of development.

Another advantage of having various groups of differing stages of development within the same class is that they are mingling socially and are better able to appreciate the various types of humanity with which they will come into contact in later life, whose lives they should be able to understand and with whom they must coöperate in a democracy.

In each group the children should be trained to use material as a means of developing the idea or ideas which they are aiming to present to the class. Of course the variety and amount of material will vary. The children of inferior ability will probably not be able to assemble so great a variety or so much material as the children of superior ability. The teacher's plan is to encourage each child to

make that contribution to the whole which he is capable of doing and to realize that he is doing something toward the performance of the work in hand. Another point may be stated in this connection. Frequently the child of less ability is encouraged and receives additional ideas from the other group, provided he has been made to feel that he, too, has contributed something to the whole.

On the other hand, children who have a greater abundance of initiative than seems to be the case with other members of the class should be encouraged to work out additional phases of the unit of work under consideration. In discussing a topic such a child can make an additional sketch or map or look up more information. For example, in studying "Fruit in the United States and Canada," he might indicate on a large outline map of Pennsylvania, the fruit growing sections in our own state. Thus he would offer some interesting as well as useful detail. In developing a type study, such children might extend the study of "Coal in the United States and Canada" by finding out where else in the world the coal industry is important. In every case, however, the contribution, whether it be of an informational or structural character, should seem purposeful to the child and at the same time be a definite contribution to the discussion conducted by the class.

PART III. COURSE OF STUDY BY YEARS

ADAPTATION OF TEXTBOOK TO COURSE OF STUDY

The child's contacts and interests in geography are primarily in the life of activities either as work or play all over the world. Psychological investigations, moreover, have definitely shown that individuals vary greatly in their abilities and inclinations. Hence, in the teaching process the approach and also treatment of a given unit of work, such as wheat raising or coal mining, will be necessarily different with different classes. However, it is essential in every case that the pupils, as a class or as a group, during an oral discussion in the classroom consider questions or phases of the unit of work which they are to study, then determine the particular questions or problems which they as a class will consider. The textbook is now introduced as a source of information in answering these questions. Other sources will be specimens and pictures, and people. In the fourth year, maps are added; in the fifth and sixth years, graphs and charts.

Since the textbook will be a constant tool for acquiring information, the pupils must at once form economical habits in using the book. If every child is trained at the beginning to find pictures,

verbal matter, maps through the use of the index and table of contents, he will acquire a habit which is most essential in all his future work. This habit should be definitely established in that grade where the textbook is introduced for the first time.

The teacher will understand that a definite unit of work is to be covered in a definite limit of time. Therefore, she will formulate a carefully considered tentative plan for the entire year and a more detailed plan for shorter periods,—a month, week, or possibly a day. In formulating her plan for a particular unit of work such as China the teacher will first study carefully all the geography textbook offers on China in the way of pictures, verbal matter, maps, graphs, diagrams, and statistics, then supplement this study by reading Ross's "Changing Chinese," King's "Farmers of Forty Centuries" and other books, and by seeking ideas in magazines such as *Asia, Literary Digest, World's Work, Our World,* etc. In addition to this research she will discover contacts in the form of products, pictures, and books, to which the pupils may have access in their homes or elsewhere in the local community. In each case, she will determine upon certain goals not only of geographic information but also of abilities and attitudes which she believes the children can attain. Then, during the oral discussion of the lesson, the pupils will be aided in determining for themselves the objectives (and express them in their own way) which they then set out to achieve. In this way both teacher and pupils will have definite aims in mind.

At the beginning of each unit of work, *previous* to taking up the work with her class, the teacher will find it advisable to make an outline which will indicate definitely those pages in the child's textbook which will be useful in the study of the particular unit to be taken up. This scheme is an aid for the teacher's use only. In no case should these pages be dictated to the children. This plan is suggested so that the teacher may clearly see what parts of the textbook will have been "covered." Thus she will be able to see that in the end, all the most valuable part of the text will have been "covered," although the work may not have been taken in the exact order of the text. At the same time, the pupils by having been trained and required to use the index of the textbook, will have acquired a habit, an ability, even a skill, in using a book to its fullest extent. The habit will be valuable to the child in other subjects during his school career and also in adult life.

Geography is the scientific study of relationships between the life responses and the physical factors in a given unit of space on earth. Life responses are reactions of human, plant, and animal life to environment. Geographic influences are those factors of a physical environment such as surface, climate, soil, mineral deposits and other resources, position relative to developed regions which influence life,

It must be remembered that man not only is adjusting himself to geographic controls but in increasing measure is modifying the geographic factors of his environment to meet his needs and desires. For analysis of these factors, see page 319.

For example, the transfer from the busy commercial cities of Holland to the semi-arid pastures of the high almost treeless plateau (veldt) of South Africa has changed the enterprising seventeenth century Hollander into the conservative Boer.

Dutch cleanliness has necessarily become a tradition to a people who can scarcely find water for the cattle. The seventeenth century Hollander was deeply appreciative of placid creature comforts, but house-wifely habits and order vanished in the semi-nomadic life which he had to follow in South Africa.

Those who were artisans, intensive farmers, and small traders in Holland, on account of the small size of Holland, the nature of the land forms and the dense population, became nomads, keepers of herds and flocks, in South Africa, on account of the vast areas of semi-arid land and the sparse population.

YEAR	SPECIFIC AIMS	CONTENT	ADDITIONAL SUGGESTIVE METHODS	OUTCOMES
III	See page 300	Local Geography Study of the people in terms of food, shelter, clothing, travel, communication. Life in representative environments of the world: dry deserts, cold deserts, wet tropics, highlands, lowlands, islands. Associated General Geography.	See page 310	See pages 311-312 Knowledge—page 311 Abilities and skills—page 312 Attitudes of mind—page 312
IV	See page 317	English speaking part of North America (United States and Canada). Life activities in relation to the factors of the natural physical environment. United States as a Whole (follow with our possessions). Canada as a Whole. Journeys to other parts of North America and elsewhere in the world. General Geography.	See page 333	See pages 338-339 Knowledge—page 338 Abilities and skills—page 339 Attitudes of mind—page 339
V	See page 342	European countries Study of life in homeland (territory in Europe) followed by study of life in important districts elsewhere in the world under that country's jurisdiction. Europe as a Whole. (British Isles may be taken here, but British Empire as a whole is studied in sixth year). General Geography.	See page 350	See pages 351-352 Knowledge—page 352 Abilities and skills—page 352 Attitudes of mind—page 352
VI	See page 354	British Empire. Review sections already studied, then analyze life in other parts. China and Japan, Eurasia as a whole (Europe and Asia) Africa as a Whole. Comparison with Australia, Asia, and Europe. Latin America. South America: A B C countries, Andean countries, Caribbean district. Federation of Central America: Guatemala, Salvador, Honduras, Costa Rica. Mexico. South America as a Whole, North America as a Whole. Aretic and Antaretic regions. Comparison of all continents. General Geography.	See page 360	See pages 361-363 Knowledge—page 362 Abilities and skills—page 362 Attitudes of mind—page 363

VII	See page 370	Keynote—Conservation. Interpretation of life activities, in terms of the physical environment, in Local District (county if desired) Pennsylvania. United States—approach and organization different from that used in Fourth Year.	See page 390	See pages 393-394 Knowledge—page 393 Abilities and skills—page 393 Attitudes of mind—page 393
VIII	See page 396	Keynote—Interrelationships. Comparative study of prominent countries of the world. The contributions which each country is receiving from, as well as giving to other people all over tthe world to be interpreted in terms of their environments. Comparative study of means and avenues of transportation. Constant tracing of interrelations between responses and geographic influences throughout the entire year.	See page 406	See pages 408-409 Knowledge—page 408 Abilities and skills—page 408 Attitudes of mind—page 408

In the first and second years, bases in Nature-Study, English, and Art lessons have been laid. Thus through experiences, poems, and stories the child's interests have been stirred along the lines of things in their own environment and lives of some children elsewhere in the world. The work throughout, however, should have been kept true to fact. Certain ability in silent reading will also have been acquired by the child.

Third year. Since the child's immediate environment is his closest experience, the geography in this year deals with the surrounding district in terms of food and drink, clothing, shelter, travel and communication. Thus the child realizes that some of these needed articles come from near-by and others from places farther away. Thus, he appreciates that he is dependent upon other places in the world for some of his necessities and comforts of life. He "visits" some of these places by studying the life in a cold dry desert, wet tropic regions, highlands, lowland, and islands.

Fourth year. Since the child in eastern Pennsylvania has closer contacts in the wheat corn field of the Middle West, the cotton, sugar and rice plantations of the South, and the orange orchards and raisin farms in California and Florida than in the natural gas field of western Pennsylvania; and since the child in western Pennsylvania has closer contacts with these same United States districts than he has with the anthracite coal regions in eastern Pennsylvania, it is considered better to use these life interests in the United States than to take Pennsylvania as a distinct unit here as is frequently done.

Moreover, children at this age can not sense a political unit in so effective a manner as they can at the junior high school age. This is another reason for omitting Pennsylvania as a unit of study in the fourth year and assigning it to the seventh year. The children are, however, getting considerable information concerning Pennsylvania in the study of their own environment and of work in the United States.

The emphasis will be placed, first, on life in the English-speaking part of North America, disregarding the boundary line between Canada and the United States and stressing the life activities whether they be agricultural, mining, commercial, etc. Where a world concept of any activity is advisable this extension may be made. In review the ideas which the pupils have gathered will be grouped, by considereing the United States as a whole and Canada as a whole.

By "taking journeys" to places other than those visited in the third year the pupils become familiar with additional parts of the world,

and at the end of the fourth year will have visited people in at least one place in each of the continents and also some people who live on islands.

Fifth year. The children's racial and social contacts are closer with Europe than with Mexico and the other Latin American countries. Hence Europe is assigned to the fifth year and Latin America to the sixth year. Contacts with Latin America are chiefly *economic.* Moreover, the efficient use of the textbook is a specific achievement for the pupils to attain in the fourth year. Hence, since this assignment in the fifth and sixth years differs from the usual organization followed in geography textbooks, an opportunity is offered the pupils whereby they may utilize this recently acquired ability in connection with the textbook.

When we see "France" or "England" mentioned in the newspapers we are very apt to recall a small yellow or red patch on the map of Europe instead of appreciating just what "France" really is. It is not only the territory on the continent of Europe but it is a part of North Africa, plus the greater part of the Sahara desert (with its potentialities), French Equatorial Africa, Madagascar, etc. "England" really means "The British Empire"—the little red patch of the British Isle with all its associated areas: Scotland, Ireland, Canada, South Africa, India, Australia, etc. This is the reason for suggesting the associated study, as it were, for each European country.

First, life in the homeland, namely, on the continents of Europe, is studied; then life in those parts of the world which are under the influence or control of that European country. The emphasis will however, be placed on the *life in the outlying territory* rather than on the *political connection* between the homeland and the territory. Of course, the world map will constantly be in evidence.

The review in this grade can be made on a basis of districts, such as North Sea, Baltic, Mediterranean, and Black Sea. In association with the European countries many parts of Asia will have been studied, but China, Japan and probably India remain as large units to be taken separately in the sixth year. Finally, the essential facts and principles concerning the continent of Europe will be clinched.

Sixth year. Some parts of Asia have been taken in connection with the work in the fifth year. But life in China, Japan and perhaps India remains to be analyzed. After this has been done Eurasia as a whole might be taken.

Since the British Empire is the most complex unit among the European countries, it is reserved for the sixth year. The study of India might be used as an approach. These units may precede or follow the British Empire.

Countries are grouped as Andean and Caribbean districts. Mexico and southern United States will also be included. Mexico will, of course, receive special emphasis. It is a splendid climax because it offers such a variety of life responses to geographic controls. This is due to the range in elevation in the various sections of Mexico and because Mexico extends over considerable latitude.

Seventh year. In the seventh year the keynote is "Conservation." First the local districts, then Pennsylvania, and then the United States are studied. The approach and attack will be different in the study of the United States from what it has been in the fourth year. In the end the children will also have a concept of the United States as a world power. In the seventh year, study of the United States is necessary because the child at the younger stage cannot really sense the problems confronting a political unit. This is true also in the case of Pennsylvania (See fourth year). Hence, as an efficient citizen of Pennsylvania, he must become familiar with its geography.

Eighth year. A comparative study of the world powers is the chief work in this year, with "Interrelations" as the keynote. In this way the child is helped to realize what our country is contributing to the world's welfare and what other countries are contributing. The child also sees what each country contributes to the world's welfare and at the same time what other people are contributing. The concept of the world as communities of workers is finally clinched by the pupils, together with an understanding of how the geographic factors in the various environments function in the world's work and play. All of this is essential in developing international thinking—namely a disposition to think in terms of the lives and interests of the various people all over the world.

A list of references on Measuring Achievements in the Study of Geography may be obtained from the Director of Geography, Department of Public Instruction, Harrisburg, Pennsylvania.

THIRD YEAR

Introduction. In the first and second years the child will have been made conscious of considerable concrete material in his environment, but his chief interest lies in himself although beginnings have been made to develop him into a social being. In several ways he has acquired habits which are basic for his future development. He has observed the characteristics of various kinds of plants and animals in his environment, and probably studied about the stars, sun, moon. He has acquired a definite vocabulary dealing with people and things about him; he knows what *cold, warm, hot, dry,*

cloudy, rainy, wet, gentle and *strong* mean as applied to weather in his community. With it all he has developed in using observation, simple sketches, oral words and, to a degree, written or printed words as means for acquiring and expressing ideas. In many cases he has achieved fluency and a degree of accuracy in this connection. An emotional appreciation such as kindness, reverence, and sympathy has also been aroused.

Thus in his lessons in nature-study, art, reading, and language, including units of work dealing with the portrayal of life of children in other lands, he has laid certain bases, definite foundations on which he may build.

The amount of geographic information which the child has gathered by the time he reaches the third grade varies greatly. It depends upon his experiences during the earlier years. However, the specific aim in the nature-study work of the first two years has been to help the children to observe intelligently; to know about the plants and animals and stones and natural phenomena of their environment; to realize, in a measure, the relationships between weather and climate, on the one hand, and the existence and daily life of the plants and animals, including humans, on the other.

The following references are useful to teachers:

General Education

Bonser, F. G.—The elementary school curriculum—Macmillan
Dewey—How we think—Heath
McMurry—How to study—Houghton
Parker—Methods of teaching the elementary subjects—Ginn
Strayer & Norsworthy—How to teach—Macmillan
Wilson & Wilson—Motivation of school work—Houghton

Teaching of Geography

Dodge & Kirchwey—The teaching of geography—Rand
McMurry—Lessons in home geography—Macmillan
Nat. Council Geog. Teachers—Journal of geography—Nystrom
Ridgley & Dillon—Home geography (teacher's use only)—McKnight
Smith—Teaching geography by problems—Doubleday
Sutherland—Teaching of geography—Scott

General Geography References

Bowman—New World—World
Huntington & Cushing—Principles of human geography—Wiley
Salisbury, Barrows, Tower—Elements of geography—Holt
Smith—Industrial and commercial geography—Holt
World Almanac (yearly)—Press Pub.

SPECIFIC AIMS

Geographical ideas, vocabulary and principles

A study of local geography, together with a realization of the local community's dependence on the outside world, followed by the studies of some peoples of other kinds of environment, are suggested. Wherever possible, the children are to feel that certain life conditions are due to geographic facts or controls; for example, in the dry desert, vegetation is meager because of an absence of moisture; in the cold desert, the lack of life is due to continued low temperature, etc., just as our own habits may be the result of local weather conditions. In other words, there should be a constant tracing of life responses back to the factors of the natural environment. Moreover, nature study work is correlated with the geography whenever advisable.

Abilities and attitudes of mind

1. To observe life in his own environment and in his own way interpret it.
2. To use oral and some written expression of ideas.
3. To collect and organize materials (concrete matter and words) for a definite but simple problem or unit of work.
4. To represent ideas by means of symbols other than mere words: plays, posters, maps (very simple sketches).

CONTENT

A. Local Geography

Articles of food and drink, clothing, means of shelter and travel, and his play activities are the prominent elements in the life of a child at this age. Hence, it is advisable to create situations that will bring these phases into his conscious experience and result in additional vocabularies, habits, and skills, and lead to investigations. The work should deal primarily with things in the child's own environment. Hence careful selections must be made from the following suggestions:

1. Food and drink and activities related to them.
   a. Approach: Discussion of a meal which the children have most recently eaten (breakfast is perhaps the most simple)
   b. Analysis:
      (1) Of what the meal consisted; where the articles were purchased.
      (2) Classification of food. (Making a collection in the classroom of as many specimens as possible and group-

ing them according to the following classification will be a distinct advantage.)

(a) Fruits.
(b) Vegetables.
(c) Grains (or meals)
(d) Sugar, nuts.
(e) Eggs.
(f) Milk (other beverages), butter, cheese, ice cream.
(g) Meats, also fish and oysters.

(3) Sources from which these foods come.

(a) Near-by places. (A study of truck farms in or near the community might be included. A visit to such a farm or one of a more general nature would be a decided advantage. See Excursions, p. 310) What things come from these places? Why can each be produced there?

(b) Far away places. (Pictures should be used in this connection: banana plantation, orange grove, etc.) What things come from each type of place or group of people? Why can this place produce the article?

(4) Means of transportation. (Observation in local community or pictures.) How is this food brought to us?

(5) All the different workers who help to provide our food.

(6) Visit to a food market or provision store. (This trip might have been taken at the beginning of the study and used as basis for information in connection with 3 and 4 or, if taken at this stage of the lesson, it will serve as a means of checking up or completing the ideas discussed previously.)

(a) Variety of food displayed.
(b) Sources of production. (Labels, and inquiries of proprietor.)
(c) Means of shipping the articles. (Study of containers, and inquiries of proprietor.)

Suggested correlation. With this geography lesson might be correlated some thoughts in health education and arithmetic: What sanitary protection was given the food? By what unit of measure was it sold? Why do we need these different kinds of foods? This might lead up to the making of food charts, showing in simple manner food values and a well-balanced meal. Such charts would also involve the teacher's guidance in having the children apply principles of art and language (labels, etc.) A play store might also be developed in connection with arithmetic.

If the pupils can be taken to a farm, the trip will be very valuable not only because the pupils will have traced back to their origin things which function vitally in their lives, but also because they will have experienced actual situations in rural life. They will actually talk to the "people in the country." City children should early be made conscious of the life activities in rural communities, just as rural children should be brought into contact with child life in urban communities. Thus there will be an early sensing of the dependence of one upon the other which leads to a true realization of their mutual helpfulness. Moreover, in this way each group will develop a feeling of pride in the achievements of the other. Too frequently an attitude of exclusiveness has developed between urban and rural folk. Both are essential to the maintenance of life; they are workers for each other's welfare.

Development of a simple map. In connection with this trip to the market or store or with another trip taken early in the term, but not too intricate a route, the teacher may have a double motive—namely, to have the children acquire certain information and impressions and also to have them use this experience as a basis for constructing their first map. For example, (1) the class may start off to the grocery or general store in order to discover from whence the oranges, which have been mentioned in their discussion of "foods," originally came. (2) The next day the teacher might suggest that they have a "make-believe" trip for some of their classmates who were absent on the day of their trip or perhaps for some child in another room. The children decide to represent the trip in as large a way as possible on the floor (using the basement floor or in any case the largest space obtainable). The children are permitted to determine the symbols to be used, and are trained to formulate an explanation of these symbols in the usual place for a legend on a map, namely, at the bottom. When once a symbol has been chosen for "street" or "road" that same representation must be used throughout the drawing, etc. Gradually the essential features of the territory which they covered in their trip will be represented and labeled, also the cardinal directions shown on the floor, and the make-believe trip is taken with one of the children as guide.

(3) The following day the teacher brings to class her representation of the trip, namely, her map on a large piece of wrapping paper. One or two symbols may be changed, but nothing has been labeled. (4) The children then group around the map, the sheet placed as before flat on the floor so that the map is still on the same plane as the original territory of the trip. They label every item of the teacher's map. (5) But when they return to their seats all cannot see the map. Hence the *children decide to hang it up on the wall.*

This is the first time that the map has been placed in a vertical position. The reasons for choosing an actual experience, rather than a schoolroom, as the basis for their map and for stating fully the various steps in developing this first concept of a map are no doubt obvious, such as the emotional reaction associated with the trip, etc. (6) To the teacher's map may be made additions to represent adjacent territory. So much paper, however, may be required that the children are likely to suggest that in order to represent the whole village or town the drawing might be made smaller. This is their first notion of scale. Much of their future map work depends on this development work in the third year, but maps drawn to scale are not introduced until the fourth year.

In the case of rural communities, after a visit to a near-by farm a sketch may be made, showing location and comparative size of different fields, pastures, woods, houses, gardens, barn, roads, kinds of fences and other things of value.

2. Clothing and a general notion of the variety of work necessary to produce it

   a. Approach: Study of the pupils' own garments. Story dealing with sheep, or cotton plantation life.

   b. Analysis:

      (1) Materials: Cotton, silk, linen, straw, rubber, wool, leather. (Observations of different cloths; unravel edges if possible)

      (2) Uses: (The day's weather as basis and pictures of contrasting seasons.) Protection in winter—stormy weather. Comfort in summer—warm, wet, or clear weather.

      (3) Source of production: (Observation in local community of buildings and pictures of people and products associated with manufacturing.) Raw materials: From near-by plants and animals; from distant people and animals; statement of their environment. Manufactured articles: Made in near-by or in distant places.

      (4) Some workers who help to provide our clothing.

      (5) One kind of clothing might be studied more intensively—wool or cotton cloth if any parents of several of the pupils are employed in that industry. The pupils will, by unraveling samples, discover process of weaving, spinning, and may be able to determine wheth-

er or not the yarn has been dyed. The work of pattern making may also be introduced. Such questions as the following may arise:—

How has the cloth been made?
Of what does the yarn consist?
What was done with these threads?

The pupils will thus realize that weather and climate control, to an extent, the matter of food and clothing in their own environment and also influence the production in distant sections.

Extra studies. Children who have information (either recalled from work done in the first or second years or recently acquired) dealing with the food, clothing, shelter and travel of people in environments different from the local district may present such contributions as short oral reports, preferably with specimens and pictures. These additions will serve as comparative studies.

3. The homes of the pupils and other buildings in the community, and the work associated with their construction and maintenance.

   a. Approach: Study of interior of the classroom; visit to basement of school building, observation of materials and structure of pupils' homes or a trip to a house in process of construction or alteration. This trip might be used during the development of this unit, or used as the approach.

   b. Analysis:

      (1) Materials used: Wood, paint, plaster, glass, stone, brick, concrete, steel, iron, brass, etc.

      (2) Sources of these materials: Near-by places, far away places.

      (3) Varieties of buildings according to use and appearance. (Actual observation of buildings in the immediate locality; pictures of buildings elsewhere in the local district).

         (a) Use—homes, schools, churches, business, etc.

         (b) Appearance—size and shape.

      (4) Some workers (builders) who help to provide us with shelter.

      (5) After the houses are built what is done to make them comfortable?

         (a) Furnishings: (1) Discussion of the kind of furniture in schoolroom—light or dark; brown or red; (if desired, oak, walnut, etc.)—will naturally lead to the

discussion of furniture at home. Each child might find out the kind of furniture in one room at home (bedroom, dining-room.) Then the question arises whether the furniture was made in the local community or whether workers in some distant place made it.

(2) Rugs and carpets, mirrors, lamps, etc., will also be listed and an opinion offered as to their local or distant origin.

(Only in case the making of these products functions very largely in the life of the immediate community should the work necessary in the manufacture be considered in detail.)

(b) Heating and lighting: A study of fuel might be introduced here. In the following list, only the kind or kinds found in the homes of the pupils should be studied by the class. It is better that the teacher should not introduce even the name of a fuel which does not come within the child's experience.

(1) Kinds used: (Observation of fuel used at home, in school). Wood. Coal (soft or hard). Gas, natural or manufactured. Electricity.

(2) Sources of production: (Inquiry of folk at home, pictures of the places from which the fuel used in the locality comes.) Nearby, outside places. (The term "Pennsylvania" may be used, provided the pupils are shown pictures of mountains, valleys, rivers, and plains in Pennsylvania and also of the place where the fuel is obtained.)

(3) Workers: The miner as a helper in keeping us warm, etc.

If there is an old or historic house in the community, a special study might be made of it as a means of contrast with the modern house in materials used, style, furnishings, etc.

Brief statements of the kind of work or activity going on in such buildings as the courthouse, city hall, etc., might be obtained from the pupils. They may be aided in recognizing such buildings, but at this age children are not capable, generally speaking, of forming a concept of such an abstract idea as government.

Suggestive studies to meet the requirements of individual differences: Shelter in a cold country; in a dry country: in a wet country. How some animals are sheltered.

4. Transportation and communication.

   a. Approach: Trip by class and teacher to a busy corner or crossroads; observation of vehicles passing the school grounds.

   b. Analysis:

      (1) How do we get from place to place in our community?
         (a) Vehicles seen in the community.
         (b) Relative advantages of each kind.

      (2) How do we travel to a distant place? (Special trip to a station; pictures) Means—all kinds of vehicles used in coming and going from local district. Method—(This might also include the name of the highway or pike, railroad, river, creek, etc.) Land, water, air. Relative advantages of each.

      (3) How we communicate with friends either in the local district or beyond: letter, telephone, other means at the disposal of the district. It is valuable to have the child or children sketch at times a simple map on the floor as an imaginary trip is taken within the local district or to a distant place. Distance in such cases should be measured in terms of time required in taking the trip rather than in terms of miles. Direction should also be stressed.

      (4) What workers make it possible for us to travel from place to place or to communicate with other people?

   Suggestive studies to meet the requirements of individual differences: How do people travel in a cold country; in a dry country; in a wet, hot country? My trip to Harrisburg, Pittsburgh, Philadelphia, or any large near-by town.

5. "At what kinds of work are the people of your community employed?"

   a. Approach: Listing various employments of the pupils' parents; listing different kinds of workers and workshops or business places seen on the way to or from school.

   b. Analysis: The study will in part be a review and may be made real by means of actual excursions, make-believe trips (perhaps with the child whose parent is employed in that occupation as leader) pictures, stories and dramatizations. All local activities (industries, professions and trades) that provide (1) food and drink, (2) clothing, (3) shelter, (4)

transportation and communication for the community listed separately by the children, (5) recreation.

If there is one activity not too intricate in its work which is prominent in the community, a special study might be made. Where is it located? Are many or few people employed there? How is raw material brought there? (If possible have children state whether it comes from near-by or far away.) What kind of work must the people do to produce the article desired? What is done with the finished article? Is it all used at home? If not, where is some sent? How is it sent? It would be interesting if the pupils might assemble specimens (raw and finished) and pictures representing the work. In some cases, when the work is not too intricate, it may be advisable to have the class visit the establishment.

6. Play activities.

   a. What games do children in this community play in winter time? Why these games?

   b. What games do children play in summer time?
   Why do we have so many more outdoor games?
   Why do we play outdoors for a longer time in summer?

There are several ways of obtaining information concerning activities in the local community: personal observation, making inquiry of people associated with the various occupations and trades, local business organizations, etc. The report on productive industries of Pennsylvania, 1921, gives information concerning those industries and transportation all over the State. This book can be obtained from the Secretary of the Department of Internal Affairs, Harrisburg, Pa.

B. People in Other Environments

The child will have come to see the relationship between his food and drink, clothing and shelter, and the geographic factors or natural influences of his environment in determining these phases of his daily life. In addition to this he will have come to realize that his own community is not sufficient to supply his wants. People all over the world are making their contributions in satisfying his daily needs. Thus naturally a study of other environments is introduced. The emphasis in these studies should not be on the economic phase of these people, rather an anylsis of those aspects of their life which would appeal to a child at this stage. He is interested in what the people eat and how they sleep, how they travel, or whether

their clothing is the same as ours. It will be the teacher's duty to lead the children to realize that their differences are to a certain extent the result of the geographic influences in each of these environments.

These studies require pictures representing the lives of the people. If the story is the only method used, many wrong impressions will be obtained and inaccurate concepts formed. Moreover, the children should be permitted to indicate the phases of life in the study; thus a stereotyped plan of procedure will not be established. They are interested in certain aspects in connection with one people and other aspects with another people. Frequently the questions the children ask are: What do they eat? How do they dress? How do they travel? Why do they have those kinds of houses?

Various approaches may be used: the weather today, pictures, articles of clothing from the region, or a product which has come from the regions, etc. (dates, furs, bananas, Swiss watch, tulip bulb.) The topics of discussion are likely to be food, clothing, shelter, games, work, travel. For example: The child of the dry desert, the Arabian—of what is his clothing made? Why of camel's hair cloth? Why loose and flowing? Of what is his tent made? Why not of canvas? Why does he not live in houses as we do? What pet does he have? What games does he play? etc. The *why* side as explained in terms of climate and surface should be constantly developed.

Various forms of expression work might be produced in connection with these studies—large poster or series of posters, card board construction, clay, sand, or plasticine modeling, dramatizations, etc. Life of people of the dry desert, cold desert (Eskimos), wet tropics (natives of the Congo or Amazon valleys), highlands (Swiss or Swedes), lowlands (Dutch), will be studied. Additional studies may be made of the Japanese, Chinese, present-day Indian, Filipinos, Hawaiians, etc., or people in places from where the pupils' parents have come, or other places the pupils desire to visit.

Helpful material, as pictures, can be obtained from various agencies. The sets of Pictorial Geography which the National Geographic Society, Washington, D. C., sells at a low price are very valuable: Eskimo, Sahara, Indian, Negro in Africa, Life in China, Italy. See also the *National Geographic* magazines and news bulletins.

Associated general geography

On the trips and in the discussions concerning why certain commodities can and cannot be produced in the local community, the pupils are having contacts—through actual observation and through pictures—with local surface features, sometimes distant, such as

hills, mountains, valleys, vegetation areas (woods, meadows); wet tropics, dry desert, cold desert, etc.; climatic elements, such as local wind direction, storms, heat, etc. Thus they are beginning to form concepts of physical geography, to which larger contributions will be made, but at no time should the pupils be required to give definitions of these concepts.

Only such technical terms of physical and economic geography are taught as the local community offers or its study naturally introduces; and as the study of people of other environments offer—cold deserts and dry deserts, wet and hot tropics, valleys, mountain tops, highlands, flat and rolling lowlands. Underlying principles of life responses to geographic factors of climate, soil, and surface are constantly brought out by the children.

a. Deserts—cold, dry
b. Tropics—wet, hot
c. Highlands—valleys, mountain tops
d. Lowlands—flat, rolling

ADDITIONAL SUGGESTIVE METHODS

Problems, units of work, and plans should be kept simple.

Excursions. Taken at recess, after school, or near the close of the school days, trips will bring the children into direct contact with their environment at a time when such contact is being specifically directed by the teacher. A definite plan for the excursion, including the objectives of the trip, method of procedure during the trip, lessons naturally arising as a result of the trip, will be made by the teacher before taking the children on the excursion. It is advisable that the teacher take the trip alone first and then formulate her lesson plan. Classroom discussion resulting from the trip is likely to show the value of coöperative assistance of the members of the children's families and of the business people of the community as sources of information and aids in expressing the children's ideas. On the excursions the child should be helped to accumulate as many ideas as possible but not have his attention scattered in too many directions. If the following excursions cannot be taken in reality, make-believe trips with pictures and stories will be useful: "We want to see how the farmer lives." "We are going to the place our milk comes from." "Here we go, off on a big steamer," etc.

In connection with any one of the trips, for example, the one to the store or farm, or to a house in process of construction, each child might make a list of the things he *expects* to see; then, after the trip, a similar list of things *actually seen;* and, at the end of the term, a list of things he *remembers having seen.*

Weather studies. In developing the ideas concerning the local weather, it is helpful to have the children accumulate a simple weather record, indicating the daily wind directions, heat conditions (either an adjective or an actual thermometer reading), conditions of clearness, cloudiness or rain, and any other special item. It is advisable to permit the pupils to exercise their own ingenuity in representing these conditions and they should be encouraged to introduce symbols not used in previous grades. It is suggested that the pupils make the observations just before the opening of school in the morning. Observations covering a period of two weeks in each of the three seasons (autumn, winter, spring) might be required of every pupil, but the intervening records should be kept by volunteers. A splendid basis for this third grade work can be laid in the first and second years. If the pupils there make their simple weather observation on cardboard rather than the blackboard, and if the same time (the week or month) is used in recording during their first and second year lessons for each season, these children when they reach the third year can have carried their first and second year charts with them. Thus their own records are conclusive proof that the weather in any given place in Pennsylvania is not exactly the same, year for year. Moreover, they may then clearly understand the term "varied or changing" weather or climate. This is true as applied to seasons (because a record of a week or a month will be taken for each season) as well as to years.

MATERIAL—SOURCE AND USE

Specimens, pictures, posters, charts, as well as stories of individual experiences of the children will help to vitalize the work; hence encourage contributions from the children, from other teachers, from friends. This applies to matters pertaining to local life as well as life in the foreign environments. Have the children use this material as sources of information and also in expressing their ideas.

Map development. Stages in the development of a map have been discussed on page 304.

The use of the globe is optional. The globe may be used at the conclusion of the lessons on people of other environments or delayed until the review of people in other lands is taken in the fourth year. However, the globe may naturally be introduced as a means of locating the homes of these other people, but it should not be the intensive drill on the location of the continents and relations which so frequently is given in these earlier grades.

Expression work. By making posters or booklets and by creating little plays the children are trained to think and act in sequence, thus led to organize.

Equipment. Suggestions have been made throughout "content" for this year. The kind and amount of equipment will depend, to a large measure, on the locality. All specimens and pictures illustrating local life as well as life in the other environments will be helpful. Material for constructing posters, charts, etc., will be useful.

OUTCOMES

As a result of the work in the third year, the child will have had experiences, some of which will have produced merely impressions not well defined; others will have created "sensings," such as a love for the out-of-doors; realization, as the relationship between local weather conditions and the inability to grow bananas in this part of the world, and others; attitudes, such as sympathetic feeling toward children of other lands.

1. *Knowledge.* Some of our wants and comforts are supplied to us by workers in our community.

Many people in far away places are working to make it possible for us to have food and drink, clothing, shelter, and to travel and communicate.

People in one environment live differently from people in other environments. This difference is due largely to different kinds of climate (amount of heat and moisture,) and surface (high and low).

Little people in other environments play games and love stories just as our little people do.

2. *Abilities and skills.* Ability to obtain ideas from pictures, specimens, and people concerning folk and things in the local environment, and in other places.

Ability to express ideas concerning happenings in the local environment and about life in other communities by means of oral presentations, concrete material, drawings, and plays.

3. *Attitudes.* Interest in people and things in the local environment.

Desire to find out more about work, play and customs of children and grown-ups in other environments.

Attitude of kindness towards people and animals that contribute to our happiness by supplying our wants and comforts or that serve people of other environments, such as the camel, horse, etc.

An attitude of like-mindedness in children all over the world.

China

Campbell—Our little Chinese cousin—Edue. Pub.
Carroll—Around the world (series)—Silver
Headland—Chinese boy and girl—Amer. Bk.
Headland—Our little Chinese cousin—Page
Lee—When I was a boy in China—Lothrop
Price—The Middle Country—World Book
Perdue—Child life in other lands—Rand

Cold Desert

Andrews—Each and all—Ginn
Carroll—Around the world (series)—Silver
Chance—Little folks of many lands—Ginn
Du Chaillu—Land of the long night—Scribner
Hawkes—Eskimo land—Ginn
Horton—The frozen north—Heath
Hutton—Among the Eskimos of Labrador—Lippincott
Kane—Adrift in the Arctic ice pack—Macmillan
McDonald & Dalrymple—Little people everywhere (series)—Little
Miriek & Holmes—Home life around the world—Houghton
Nansen—Farthest north—Harper
Peary—Snow baby—Stokes
Peary—Children of the Arctic—Stokes
Peary—Snowland folk—Stokes
Perdue—Child life in other lands—Rand
Perkins—The Eskimo twins—Houghton
Rasmussen—Greenland by the Polar Sea—Stokes
Rasmussen—The people of the Polar North—Kengan
Scandlin—Hans the Eskimo—Silver
Smith—Eskimo stories—Rand
Stefansson—The friendly Arctic—Macmillan
Thomas—Trails and tramps in Alaska and Newfoundland—Putnam
Wade—Our little Eskimo cousin—Page
Young—Alaska days with John Muir—Revell

Dry Desert

Andrews—Each and all—Ginn
Andrews—Seven little sisters—Ginn
Carroll—Around the world (series)—Silver
French—Lance of Kanana—Lothrop
Harrison—The Arab at home—Crowell
Holmes—Burton Holmes Travel Stories (Egypt)—Wheeler
McDonald & Dalrymple—Big people and little people of other lands—American Book
Starr—Strange peoples—Heath
Van Dyke—The dry desert—Scribner

France

George—Little journeys to France and Switzerland—Silver
Mansfield—Our little French cousin—Page
McDonald & Dalrymple—Colette in France—Little

Hawaiian and Philippine Islands

Burke—Barbara's Philippine journey—World Book
Knapp—Story of the Philippines—Silver
Krout—Alice's visit to Hawaiian Islands—American Book
LeRoy—Americans in the Philippines—Houghton
LeRoy—Philippine life in town and country—Houghton
Mitchell—Paz and Pablo (Filipinos)—World Book
Wade—Our little Hawaiian cousin—Page
Wade—Our little Philippine cousin—Page

Highland (Switzerland)

Andrews—Each and all—Ginn
Campbell—Little Conrad, the Swiss boy—Educ. Pub.
Carpenter—Around the world with the children—Amer. Bk.
George—Little journeys to France and Switzerland—Flanagan
Grover—The overall boys in Switzerland—Rand
McDonald & Dalrymple—Little people everywhere (series)—Little Peeps at many lands series—Macmillan
Shaw—Big people and little people of other lands—Amer. Bk.
Spyri—Heidi (the Swiss girl)—Winston
Spyri—Mona, the goat boy—Lippincott
Tolman—Around the world (series)—Silver
Wade—Our little Swiss cousin—Page

Japan

Campbell—Little Mitzu, the Japanese boy—Educ. Pub.
Carroll—Around the world (series)—Silver
Holmes—Burton Holmes Travel Stories (Japan)—Wheeler
McDonald & Dalrymple—Ume Sau in Japan—Little
Perdue—Children in other lands—Rand
Perkins—The Japanese twins—Houghton
Shioyal—When I was a boy in Japan—Lothrop
Tolman—Around the world (series)—Silver
Wade—Our little Japanese cousin—Page
Williston—Japanese fairy tales—Rand

Lowland (Holland)

Campbell—Story of Little Jan, the Dutch boy—Educ. Pub.
Carpenter—Around the world with the children—Amer. Bk.
Carroll—Around the world—Silver
Dodge—Hans Brinker; or the silver skates—Scribner
Grover—Sunbonnet babies in Holland—Rand
Hall—Dutch days—Moffat
Mansfield—Our little Dutch cousin—Page
McDonald & Dalrymple—Martha in Holland—Little
Olmstead & Grant—Ned and Nan in Holland—Row
Perdue—Child life in other lands—Rand
Perkins—The Dutch twins—Houghton
Shaw—Big people and little people of other lands—Amer. Bk.
Tolman—Around the world—Silver

The Wet Tropics (Congo, Amazon)

Bowman—South America—Rand
Du Chaillu—In African forest and jungle
Du Chaillu—Wild life under the Equator—Harper
Ghosh—Wonders of the jungle (2 books)—Heath
Kipling—Jungle books—Century
Mukerji—Hari the jnngle lad—Dutton
Pratt, Chadwick & Lamprey—The Alo Man (Stories from the Congo)—World Bk.
Roosevelt—Thru the Brazilian wilderness—Scribner
Roosevelt—African game trails—Scribner
Wade—Our little African eousin—Page

General Bibliography

Allen—Asia (other continents)—Ginn
Allen—How and Where we live—Ginn
Badlam—Views in Africa—Silver
Baldwin and Livergood—Sailing the seas—Amer. Bk.
Beebe—Jungle peace—Holt
Bond—Pick, shovel, and pluck—Mnnn
Bond—With men who do things—Munn
Bowman—South America (for wet tropics in Amazon distriet)—Rand
Brunhes—Hnman geography—Rand
Bullen—Crnise of the Cachalot—Appleton
Carpenter—Around the world with the children—Amer. Bk.
Carpenter—How the world is fed, etc., series—Amer. Bk.
Chamberlain—How we travel, etc. (series)—Macmillan
Chanee—Little folks of many lands—Ginn
Chiesa—The three of Salu (northern Italy)—World Bk.
Crissey—The story of foods—Rand
Dodge—Home geography and world relations—Rand
Du Chaillu—Land of the long night—Ginn
Dutton—Fishing and hunting—Amer. Bk.
Enock—The tropies—Scribner
Fairgrieve & Young—Children in many lands—Appleton
Fairgrieve & Young—Homes far away—Appleton
Fairgrieve & Young—The world—Appleton
George—Library of Travel series—Silver
Gilson—Wealth of the world's waste places and Oceanica—Scribner
Herbertson—Man and his work—Blaek
Huntington—The pnlse of Asia—Houghton
Huntington—Asia—Rand
Johnston & Finnemore—China and Japan—Macmillan
Kellogg—Australia and the Islands of the seas—Silver
Knowlton—First lessons in geography—Maemillan
Lagerlof—Wonderfnl adventnres of Nils—Donbleday
McDonald & Dalrymple—Little people everywhere series—Little
Miriek & Holmes—Home life around the world—Honghton
Morley—Donkey John of the Toy Valley (Highland)—McClurg
Morris—Home life in all lands—Lippincott
Mowry—Story of little Jan, the Dutch boy—Educ. Pub.
Perdue—Child life in other lands—Rand

Perkins—The twins series—Houghton
Reclus—The earth and its inhabitants—Harper
Ridgley & Dillon—Lessons in home geography (teacher's use)—McKnight
Shaw—Big people and little people of other lands—Amer. Bk.
Shepherd—Geography for beginners—Rand
Shillig—Four wonders—Cotton, wool, linen, silk—Rand
Smith—North America (West Indies)—Harcourt
Stanley—Through the dark continent—Harper
Stefansson—Hunters of the north—Harcourt
Starr—Strange peoples—Heath
Tappan—Makers of many things—Houghton
Taylor—Boys of other countries—Putnam
Tolman—Around the world (series)—Silver
Wade—Our little cousin series—Page
Wissler—American Indian—McMurtrie
Yard—Top of the continent—Scribner

Magazines

American Junior Red Cross News—Amer. Jr. Red Cross
Asia Magazine—Asia Pub. Co.
Geographic News Bulletin (weekly, free)—Nat. Geog. Soc.
National Geographic Magazine—Nat. Geog. Soc.

FOURTH YEAR

Introduction. In the first and second years the pupil has become familiar with certain things and conditions in his immediate environment and, to a degree, he has acquired ideas concerning children in other lands. In the third year, the pupil has accumulated additional vocabulary and concepts concerning both local and other environments, as well as developed certain abilities to express his ideas. He has also developed his first map.

Through the study of his articles of food and drink, clothing and shelter, and the procuring of them, the child realizes even in the third year that he is dependent on people in other places beyond his own environment. He has been naturally led into a few distant lands and has seen what the people eat, how they dress, play and live, how they respond to their various environments so as to secure food, shelter and clothing for themselves and also produce some articles we need or desire. Moreover, the children have learned that we also contribute articles which they desire. Thus at an early stage the children begin to realize the interdependence of peoples, and to understand in what ways all men are brothers.

SPECIFIC AIMS

Geographical ideas, vocabulary, principles

The work in the fourth year deals with those life activities in the English-speaking part of North America (United States and Canada)

which are more or less closely associated with the lives of the pupils; the outlying possessions of the United States; and some special places to which pupils will journey. Emphasis must be placed on the human activities, but in considering why a certain activity is found in a given place, the pupils become acquainted with the facts of climate (rainfall and temperature), soil, mineral and other resources, and surface (elevations and contour) of the place. Ordinarily, the detailed study of processes in connection with the occupations should be omitted. Moreover, it is well to avoid the use of superlatives.

It is because sufficient time must be allowed so that the children can form some habits of work, can learn to use and interpret the tools of geography, that a comparatively small area of the world is assigned to this grade. Fourth year children must be trained to obtain geographic ideas from pictures, verbal (word) matter, wall and desk outline maps, as well as maps in the textbook: surface (physical and relief), rainfall, perhaps temperature, political, other distribution (product, population); North America, and world. Nature-study lessons will be given whenever they are essential, as a basis for or supplemental to the actual geography lessons.

Abilities and attitudes of mind

To formulate objectives, to investigate, to organize, to appreciate, to present ideas and concrete material.

To use oral and written expression.

To select important topics and interesting lines of thought in connection with the study of an industry.

To collect information by gathering specimens and pictures, to use an index and table of contents as a means of obtaining information in the textbook, and to read map symbols and interpret them.

To organize and present such information in satisfaction of a specific aim, by means of exhibits or displays, posters, plays, and maps.

To realize the dependence of an industry to a degree upon environment.

To understand more fully interdependence among peoples, especially as it relates to the various parts of our own country and Canada.

The following references are useful to teachers:

General Education

Bonser, F. G.—The elementary school curriculum—Macmillan
Dewey—How we think—Heath
McMurry—How to study—Houghton

Parker—Methods in teaching the elementary subjects—Ginn
Strayer & Norsworthy—How to teach—Macmillan
Wilson & Wilson—Motivation of school work—Houghton

Teaching of Geography

Branom & Branom—Teaching of geography—Ginn
Dodge & Kirchwey—The teaching of elementary geography—Rand
National Council Geography Teachers—Journal of geography—Nystrom
Smith—Teaching geography by problems—Doubleday
Sutherland—Teaching of geography—Scott

General Geography

Bowman—The new world—World
Huntington & Cushing—Principles of human geography—Wiley
Salisbury, Barrows, Tower—Elements of geography—Holt
Smith—Industrial and commercial geography—Holt
World almanac (yearly)—Press Publishing Co.

CONTENT

Although the majority of textbooks begin with the New England section of the United States, it may be advisable to study a commodity which functions more largely in the life of a given class than does a commodity from New England. This might introduce the class to another section of the English-speaking part of North America. If in the beginning the pupils are trained as they should be in the use of index and table of contents, there will be little difficulty in making this adjustment. Should the textbook not contain an index or one not satisfactory, the teacher might make one on cardboard of size sufficient to be useful to the children. Whenever the production of such a commodity plays a part in Canadian life as well as in the life of the United States, the study should deal with that activity in the United States and Canada. This can be done by having the children use the section of their textbook which deals with Canada as a source of information. The *boundary line* between the United States and Canada should be *no barrier* in making a complete study of an activity.

However, the nature of the environment of the school plus the units of work studied in the third year under "Peoples of Other Environments" will determine the basis for and method of procedure of the work in the fourth year. It is most earnestly urged that the teacher find out just what has been done in the third year and build up on that rather than follow absolutely the sequence given below. North America lying north of the Rio Grande will be studied partly through units of life activity in the places where that particular life activity is found regardless of boundary lines, and partly through journeys. At the end of the grade, however, the children will know

the names of all the States of our country and also the extent and boundaries of the United States, Canada, and Alaska, as well as the essential facts of their surface, climate, soil, etc. Nevertheless, the approach to the initial work of this grade must be through the study of human activities. Life responses must be constantly traced back, wherever and whenever it is possible, to the geographic influences of climate, surface, etc., which influence those life responses.

Life activities in the English-speaking part of North America.

The analyses offered below are general suggestions. The teacher will *choose only* those ideas which function with the *particular study* the class is considering and which suit the *particular group of children* with whom the work is being studied.

The method of procedure suggested in the outline should never become the treatment for every study under a given occupation. For example, the study of the fruit industry may begin at the grove or orchard whereas the study of wheat may begin at the loaf of bread, although each study falls under the classification of agriculture. Various sequences are indicated in the organization used with the different occupations. To follow always the same treatment in studying an occupation prevents initiative on the part of the class in developing other ways of studying an occupation, kills the pupils' interest, and produces the monotony in work which results in small achievement and growth on the part of the class. Hence, any one of the sequences mentioned in connection with any occupation, or any other plan having definite objectives, either in the form of simple problems (questions or statements to be proved) can be used in studying an industry or activity. The outlines are merely guides in measuring attainment and in no case should they be memorized or followed habitually.

By taking the work in the fourth year on the basis of analyzing work activities in the United States and Canada that give the children the wants and pleasures of life, the pupils acquire clearer concepts of the activities necessary to satisfy life's needs and desires and also to associate these activities with specific parts of the world. The emphasis, however, is on the *work activities* in the various sections. Nevertheless, in review, the work activities of the United States and Canada are taken on the basis of sections or regions of those countries. Locations are taught associatively throughout.

Teacher's Guide in Measuring Achievements in the Study of A City; Mountains, Plains, Plateaus, Valleys; Rivers, Lakes, Seas, and other Bodies of Water.

A city will be located in relation to (1) the resources (natural and man-made) of the surrounding country (hinterland); (2) distance

from other centers of population expressed in terms of length of time or cost required to travel to these places by train, or in terms of mileage by automobile from the home town or from a specially designated starting point; (3) position in state or country.

Mountains, plains, plateaus, valleys will be be located (1) in a given section of the state, country or continent; (2) in relation to their general position because of its significance in affecting the temperature and rainfall conditions, the presence or absence of minerals, which in turn influence the life responses.

Rivers, lakes, seas, and other bodies of water will be located in relation to (1) developed areas of extracting, manufacturing or distributing industries and occupations; (2) to their use, or non-use, with their reasons, for transportation; (3) general position in the state, country or continent. This necessitates some information concerning the type of physical environment through which a river flows, etc.

Thus the pupils assemble many associated ideas under a general idea or term. This produces a many-sided vocabulary.

Suggestions which will serve as guides for the teacher in dealing with some of the geographic influences:

(1) Surface: Elevation; shape, or contour.

(2) Climate: In each analysis of moisture and temperature the elements of latitude, altitude, and nearness of large bodies of water as controlling influences on climate will be considered.

a. Moisture: rainfall; yearly amount of precipitation and distribution through the year.
b. Temperature: seasonal changes; great or small range.
c. Wind: position in world wind or calm belt, prevailing, the direction.

(3) Soil

a. Fertility (when it contains plant food) versus sterility. Distinguish between fertile and productive—dry desert land may be fertile but becomes productive only when water is introduced.
b. Physical characteristics: loamy, rocky.

Suggestions in Connection with the Study of Work Activities

The particular class in hand will develop only those units listed below which fit the interests and needs of the pupils. (In this year the ideas will be more or less restricted to conditions as they are found in the United States and Canada).

Either after or during the discussion of the work necessary to obtain a given product, the question "What determines the production of the given community in this section or district?" might be raised. This question necessitates that the children find out something in reference to the rainfall, temperature, soil, surface, mineral deposits, and position relative to developed regions of the district where the product is found. Thus the geographic influences of climate, surface, soil, etc., are introduced associatively with the life responses—that is, with man's work.* They should not be thrust upon the child in an abstract fashion; but he should seek them in his textbook because they function in answering his question of "why." In this way, an analysis of life activity precedes the study of abstract geography and the latter is used when it serves a specific purpose. The pupils will seek to answer the "what," the "how," the "where," the "when," and the "why" in connection with each of these inquiries concerning life activities. The thought of conservation of natural resources and of energy will be carried through all the work.

1. Agricultural: Farming, grazing, dairying, fruit growing.
   a. Approaches: Articles of food or clothing.
   b. Units of work: Wheat, corn (combined with cattle industry) sugar (beet and cane), rice, cotton, tobacco, fruit, vegetables.
   c. Teacher's guide in measuring achievements in the study.
      (1) Work on farm necessary to produce the given commodity.
      (2) Districts or regions where each commodity is produced extensively, together with factors of climate (rainfall and temperature), surface and soil which explain why the article is produced there. (In this connection the children learn the names and positions of the States and of sections of Canada associated with the commodity's production; the various land forms on which the commodity grows—plains, valleys, hillsides, etc.
      (3) Methods and avenues of transporting the commodity either to manufacturing districts or consuming places. Here children learn also locations of mountains that must be crossed; important navigable

* For discussion of geographic influences and life responses see page 321.

rivers and railroads, together with prominent cities; seaports, and shipping and receiving centers.

(4) Use of commodity. Specific purposes—food, clothing, etc.; proportionate amount used at home and sent to foreign places.

2. Fishing

a. Approach: Pictures or specimens, can of salmon, box of cod fish.

b. Units of work: Cod, mackerel, shad, salmon, oyster. (Furs —seal)

c. Teacher's guide in measuring achievements in the study.

(1) Districts where fishing is carried on, together with the geographic factors of climate (rainfall and temperature), surface, and soil influencing the activity. (Children will learn location of associated fishing areas; oceans; Newfoundland banks; Massachusetts, Delaware and Chesapeake bays; the Great Lakes; Delaware, Susquehanna, Colnmbia rivers; also gather ideas in general concerning oceans, bays, gulfs, coastlines, islands, streams, mountains, valleys.

(2) Motive in going to a given place: recreation, earning a living.

(3) Work necessary to obtain fish as an occupation.

(a) Methods of catching as used in a given place.

(b) Accompanying dangers (climatic conditions, rocks, etc.)—off coast of New England, and southeastern Canada, to be discovered by the children.

(4) Uses: Food, clothing, etc.

(5) Methods and means of shipping the commodity. Specific treatment used to make shipping possible and profitable.

Cod—salted, dried, shredded
Mackerel—salted
Shad—iced, canned
Oysters—in shell, canned
Salmon—canned, iced. The canning of salmon might be studied as a separate unit: what, how, when, where.
Seal—study seal-hunting as a distinct unit.

d. Expression work—See page 288

3. Forest industries: Lumbering

   a. Approach: Article made of wood in the environment.
   b. Units of work: Each variety associated with a definite section in the United States and Canada. Yellow pine and cypress, Douglas fir and redwood, white pine, spruce, hardwoods.
   c. Teacher's guide in measuring achievements in the study.

      (1) Work done in forest
      Needs: preparing the camp
      Variety of work: marking, cutting, stripping, hauling
      Time of year: children learn about climate

      (2) Regions: each associated with a given variety or varieties of wood
      Yellow pine and cypress—Southern
      Douglas fir and redwood—Pacific Coast
      White pine—Lake States and Southern Canada
      Spruce—New England and Southern Canada
      Hardwoods—Appalachian
      (Bring in locations of chief lumber districts)

      (3) Transportation methods used
      In studying the method used in a given locality, climatic influence is studied; shipping routes, receiving centers

      (4) Uses: Fuel; building construction; paper (The story of the making of paper may be taken as a separate unit of study.)

      Other Forest Industries

      (1) Maple sugar: Where, when and why, how obtained; uses; location of sections in the United States and Canada; work done in spring: flowing of sap, hence climate study.

      (2) Naval stores: Source, where, when, how, use; location of southern States; shipping centers.

      (3) Bark stripping: kind, where done, use.
   d. Expression work—See page 288

4. Hunting: Treatment similar to that suggested in fishing

5. Mining and Quarrying

   a. Approach: Discussion of means of heating and lighting our houses; observation of an article manufactured from

one of the suggested minerals as framework of a school desk, copper wire or kettle, piece of jewelry.

b. Teacher's guide in measuring achievement in the study.

(1) Value of the given mineral as fuel, utensil, construction work, luxury.

(2) Work: Method of obtaining the mineral; means of reaching the vein—slope mining, shaft mining, stripping mining, hydraulic mining; dangers associated with the work; preparing the mineral for market.

(3) Districts where mining of the given product is carried on extensively. (In this connection the children learn the names and positions of the States and of sections of Canada associated with the production of the mineral, add to their knowledge additional information concerning associated mountains, and their significance.
Coal—anthracite, bituminous; iron ore; copper ore; gold and silver; petroleum and natural gas.

(4) Means and routes of transporting the mineral.
Form used—iron pigs; copper, gold, silver bars.
Shipping routes—railroads: Philadelphia & Reading, Pennsylvania, etc.; waterways, Great Lakes, Mississippi River, and associated canals, etc.

Those which are considered worth-while for the children of a given school district to know are to be chosen.

Wherever advisable, for example with iron and copper, the pupils might list both small and large articles made therefrom so that they might learn to associate the mineral with articles in their every-day life and also realize the wide variety of use to which the mineral is put. The study of one mineral might be made from its raw-product state to the finished product. If, for example, iron and steel goods is the study, the children should also discover large manufacturing districts associated with these goods: Bethlehem, Pittsburgh (Pennsylvania); Youngstown, Cleveland (Ohio); Birmingham (Alabama).

c. Expression work—See page 288

6. Manufacturing

a. Approach: Assembling of articles which man has transformed from the natural state, such as textiles, things made of iron and steel; an introductory talk on a local manufacturing industry in which the ideas are contributed chiefly by the children.

b. Units of work: Textiles (cotton, woolen, silk), clothing; shoes; carpets; furniture; paper; iron and steel goods (railway equipment, ships)

c. Teacher's guide in measuring achievements in the study.

(1) Raw materials needed: kind; sources, with reasons (climate, surface, soil, mineral deposits, etc.)

(2) Other necessities to carry on an industry: labor; machinery; power (coal districts, "fall" lines, etc.), transportation facilities, markets.

(3) General type of work done, together with the finished product: textiles, spinning the thread into yarn, weaving the cloth, etc.

(4) Manufacturing sections, with summary of reasons for the developments of the industry there.

(5) Distribution of manufactured articles: receiving places; avenues of transportation.

d. Expression work—See page 288

7. Commerce, transportation, and communication

a. Means of transportation

(1) Land: railroads, national highways

(2) Water: natural rivers, lakes, oceans; man-made canals

(3) Air: airplane and hydroplane routes.

b. Articles of exchange

(1) Exports: from the United States to Canada; from Canada to the United States.

2. Imports: from Canada to the United States from United States to Canada

(Many of the locations studied previously may here be reviewed.)

c. Means of communication

8. Recreation: Somebody must work at the vacation resorts, although the visitors themselves need not do so. Hundreds of people are therefore employed.

a. Approaches: What do many city people like to do in the summer time? Why do they enjoy going to the seashore, lake or mountain resorts? Where do some go in winter?

b. Location of recreation resorts

(1) Kind: mountains, watering places, tropical districts

(2) Advantages of each

c. Work necessary to make visit comfortable and happy.
   (1) Variety of services rendered
   (2) Associated commercial activities, hotels, shops, amusements.

In studying the various work activities, it will be helpful for the pupils and teacher to determine upon some "suggestors." Suggestors are words or phrases which the pupils memorize, and they should be given practice in applying them to new localities; thus pupils will be able to anticipate the possible industries for any new locality. For example, in manufacturing, the suggestors might be *raw materials, power, labor, transportation, markets.* The suggestors will be of course established after at least one study in a given occupation has been made and not be predetermined by the teacher. This plan will be especially helpful as in the study of the United States as a whole, in the latter part of the term.

United States as a whole

After the study of the important kinds of work carried on in the United States and Canada which produce commodities to fulfill the pupils' needs and comforts, the class should take up the studies of the United States and Canada as separate units.

Although the sequence set up in the textbook may be followed, definite objectives should always be determined by the pupils and teacher before using it. At no time should the assignment be "Study the New England States, pages 9 to 14." An objective should first be set up by the pupils. The textbook should always be regarded as a supplement and support to the oral development work. At times it answers a question which could not be determined by the pupil's present knowledge, or states more clearly and satisfactorily an idea which has been found by experience or observation, or settles a disputed point. The textbook is a constant aid, through its pictures, verbal matter, maps, graphs and statistics, but should always further the pupil's self-activity, never diminish it. Moreover, the children must be trained at the start to use the index, so that practically never should the teacher give the page reference. The children should have acquired the habit of finding the page by using the index and table of contents.

Review with the map the various productive areas of the United States—farming, grazing, dairying, fruit growing, lumbering and other forest industries, mining, manufacturing. This might be done by having the class conduct over our country a visitor from a foreign land who is interested in the work going on in the United States.

Some generalizations for guides in considering surface, climate, soil, may then be analyzed. See page 321.

Its varieties of climate (rainfall and temperature) are due to the characteristics of the United States—great extent north and south (latitude) and extent east and west (longitude), surface features, varying distances from large bodies of water. Here the study of latitude may be clinched as distance north and south of the equator, distinction made (World Map) between north latitude and south latitude, and the degree as unit of measure definitely established. At another time not with latitude, longitude may be introduced as distances east and west of a given place, the accepted Greenwich to be found on the world map, distinction made between east and west longitude and the International Date Line discovered, and the degree as unit of measure definitely established. If the class is sufficiently advanced to be able to understand that the length of a degree of longitude varies, depending upon the location of the place either at the equator or at the Arctic Circle, this phase of mathematical geography may be taken up, but not unless the teacher considers it advisable to do so. It will be offered again in the sixth year. Games dealing with the location of places by means of latitude will show its significance. Several places on the fortieth parallel north and south latitude might be discovered by the pupils, and life in these places compared, using pictures.

The highlands in eastern and western United States may be compared in respect to height, east to west extent, general contour or shape (Appalachians rounded with sloping sides because more worn down than western mountains; Rockies and Pacific Systems pointed, shaggy, more abrupt sides because less worn down or younger); barrier to transportation (have children discover gaps in each system and also review some railroads crossing each system); contribution to modern society—minerals and lumber (amount and variety); recreational resorts; other characteristics.

Where have the people of the United States made land productive which had previously been non-productive? (Irrigation areas and reclamation regions.) How was this done? Why was it possible? Results?

What big plans are being discussed whereby some other parts of the United States will contribute more to our needs and comforts than they do at the present time? Great Lakes Waterway, etc.; or locally the Philadelphia-Camden Bridge.

In what ways are the workers in the United States helping people in other lands? (Exports—determine specific articles and places.) Why is this possible?

What are workers in other lands doing to satisfy our needs and comforts? (Imports—determine specific articles and places).

For completing a study of the United States as a whole, see "Guide for Measuring Achievements in the Study of a Country," below.

Outlying possessions of the United States. After the study of the continental United States, life in United States territory not attached to the mainland, namely, in the United States possessions, should be considered.

Probably in the third year, the children have considered life in Alaska, in the Philippines or Hawaiian Islands; hence the study of these places would be in the nature of a review. Porto Rico and the Virgin Islands, Guam, and Samoan Islands may readily be added. But no intensive study will be made of these regions at this time. They may very properly be presented at the United States convention mentioned elsewhere.

Teachers' Guide in Measuring Achievements in the study of a Country.

A. Distribution of population

State the reasons for the density in each case: occupations; physical features; prominent cities.

B. Distribution of work activities, and their relative importance.

(Wherever possible the pupils should explain these life responses in terms of geographic controls—climate, surface, soil, position relative to developed regions).

1. Agricultural areas: crops
2. Fishing districts: inland; ocean—varieties of fish
3. Forest industries districts: kinds of product
4. Mining districts: kinds of minerals
5. Manufacturing areas: kinds of products
6. Transportation routes:
   a. Land—railroads, national highways
   b. Water—navigable rivers, canals, lakes, combinations of all ways
   c. Air routes
      Continental (State specifically when these routes are part of world routes)
7. Other means of communication
   a. Telephone and telegraph: areas having most numerous connections
   b. Cable: distributing centers
   c. Radio: broadcasting centers
8. Recreation districts
   a. Kinds: mountains, seashore, lakes, warmer or cooler regions than home locality
   b. Reason for choice
   c. Work necessary to make visitors happy

C. Places of special interest in the country

D. Climate: State in each case the effect on life—human (plant and animal where desirable)

1. Moisture
   a. Amount
      (1) Territory having slight rainfall (0-20 in.) Why?
      (2) Territory having medium rainfall (20-40 in.) Why?
      (3) Territory having heavy rainfall (more than 40 in.) Why? (or a table on slightly different basis)
   b. Distribution
      (1) Territory having rainfall quite regularly distributed through the year.
      (2) Territory having seasonal distribution (if possible when it occurs).
      In each case explain these conditions in terms of (a) the prevailing winds, (b) the elevation and (c) the nearness to the large bodies of water, associated with the continent.

2. Temperature: Territory having great variation from season to season, between day and night.
   Explain rainfall and temperature conditions in terms of distance from equator (latitude belt), character of the surface, nearness to large bodies of water (position in continent).

3. Winds: Territory situated in a given wind or calm belt of the world (latitudinal position), with the resulting effect on moisture and temperature.

E. Physical features

1. Prominent highlands and their influence on life activities.
   Places of highest elevation.
2. Prominent lowlands (valleys and plains) and their influence on life activities.
3. Coastline
   a. Characteristics—extent, etc.
   b. Resulting effects—frequency of good harbors.

F. River systems.
   1. Situation
   2. Causes: physical features; rainfall conditions
   3. Values.

G. Comparison with other countries in the world.
   1. Area
   2. Relations with other countries in the world: economic, racial, cultural

Canada as a whole.

The entire class may be United States farmers who are going to visit farms in Canada, or miners, or lumbermen, or shippers, to see where and how Canadian farmers, etc., carry on their work. Of course, the class will be interested to know what they produce and why they produce these commodities. In this way the work activities of Canada will be pulled together with the use of maps and other reference material. A vacation trip might also be outlined by the class whereby they, as tourists, visit the scenic centers of Canada. Throughout this study the climate and surface, soil to a certain extent, mineral deposits and other resources, position in relation to developed regions, will be brought in as explanations in part at least of the work activities going on in Canada. At the end a final summary of the geographic elements associated with Canada should be made. See "Guide in Measuring Achievements in the Study of a Country," page 329.

In connection with any of these trips a large map might be drawn on the floor wherever there is sufficient space, either in the classroom or basement; and one child chosen as the guide on the trip could then walk on the map, in this way more definitely fixing the exact locations. The other children grouped around the map might be permitted to guess the name of each place where the guide stops before he designates the place. Care must be taken lest the guide become a lecturer. He should constantly ask questions of the class—his group of travellers. Of course they may ask questions of him at any time. In fact, he may devise any means for making his travellers as happy as possible on the trip by having pictures ready to show them when they reach a given place, etc.

Another means of reviewing the work activities of a country may be a fair or exhibition. Desks may become booths. Specimens and pictures which have been collected, or make-believe articles and sketches made by the children, may be used. The ingenuity and initiative of members of the class will thus be brought into play. A part of the exhibition may be a lantern-slide presentation dealing with places or aspects of life in a given country which could not be

displayed in booths. For example—"A tour of the Canadian Rockies." This work will necessitate searching for information from textbooks, other books, magazines, folders, and also from persons who have visited the given country or section. Information concerning the kind of clothing to wear introduces the climate, etc. Much assistance, including specimens and pictures, can be procured by writing to Chambers of Commerce, Boards of Trade, and other business organizations in the various places or districts. If this type of organization exists in the school district, it would be well to visit its offices for advice.

The materials, suitable specimens and pictures, all clearly and accurately labeled, may be mounted on large cardboard in a carefully organized fashion. Freedom and originality should be allowed the children in this work. The art teacher should be consulted in arranging the charts and exhibitions. At the same time, the *geographic relationships of the ideas* and the story to be told *must* be the *basis*. Articles too heavy or too large to be attached to cardboard, can be displayed together with the chart on a desk, or table, or bench. A map showing the productive area will help to establish the locational aspect of the work. If the children can dress in costumes appropriate to the occupation or district represented, additional atmosphere will be added to the fair or exhibition.

The children should develop the habit of presenting their contributions and receiving constructive criticism by the class as to its worthwhileness and completeness, as well as its interest, for the class and teacher will determine what is necessary for all the children to remember, and probably each child will record the decision in his notebook. In this connection, consult the "Suggestions in connection with the study of work activities," pages 321-327.

A very comprehensive exhibition of the industries in Canada is held each year early in September at the Exhibition Grounds, Toronto, Canada. Valuable information can be obtained from that source.

If the class thinks that children in another class might be interested in visiting Canada or parts of United States, special guides should be chosen. For these positions, those children whom the class considers best prepared because of their numerous contributions during the class's discussions of the fair, are chosen by the pupils. At the same time each child should be inspired by these leaders to make definite contributions to the success of the other class's visit. There must be intelligent "booth tenders" and thoughtful helpers to make the visitors comfortable and happy, as well as to answer any questions which might arise.

"A United States (or Canadian) Convention"* would be another means of review. The various sections of the country (or various industries) will send delegates. The usual visitors who attend conventions, but are not delegates, will also be represented. Each member of the class is some character in this dramatization. A chairman is chosen from the delegates. A child of parallel grade who is not carrying on this means of review, or any other interested group in the school, may be invited to attend the convention.

Program—Singing the national anthem or other appropriate songs. For example, the southern delegation might lead in singing some plantation songs, such as Swanee River or Old Black Joe, when they are introduced to the convention.

The chairman opens the meeting, stating the plan of the convention and introduces the delegates in turn. The delegates present by means of pictures and a map the work activities in their section (or industries) telling just where each is carried on and why, the particular commodities sent elsewhere, and which commodities that section needs and obtains from other sections in the United States or other parts of the world. During each presentation, the audience is always given the opportunity of asking questions. After the presentation, the section as a whole might make such notes in their record books as they deem advisable, including a map (an outline map supplied by the teacher or a single but proportionate sketch map) showing production of the commodities, prominent distributing or receiving places in that section of the United States or Canada.

After the convention is over, each child might make another map on which he would indicate the important highlands, lowlands, rivers, and lakes, ocean indentations, cities, and principal means of transportation and communication.

Journeys in America

As approaches to certain industrial cities, in connection with them or as separate units, places of scenic interest may be studied. This may involve possible vacation automobile tours. The lantern lesson with colored slides is probably the most satisfactory means. In any case, pictures of some kind are absolutely essential. Time tables and other guides such as Baedeker's and Muirhead's Blue Book of the United States and of Canada are helpful sources of reference and will guide pupils in studying these units.

Prominent cities in the United States and Canada, such as New York, Boston, Philadelphia, Toronto, Chicago, New Orleans, San Francisco, etc., might be visited.

*This suggestion was obtained from the Berkeley, Cal., Monograph Number 4 and was somewhat modified.

Niagara Falls might come in connection with the study of the Great Lakes (as a valuable means of generating electricity, or as a separate unit of work.) The wonders of the Falls, a trip through the gorge, a visit to one of the power plants, summary of the resulting industries, are aspects of study that might be taken up.

The Garden of the Gods, in connection with mining in the West, or with the Rocky Mountains, is an interesting study and shows very clearly the effect of wind erosion.

Journeys in other parts of the world

It is advisable to ascertain where the children have "visited" on trips in the third year. Other interesting, but at the same time, different regions should be visited in the fourth year, especially any that were suggested for the third year but not taken. Some island people should be included and the visits so distributed that some people in each continent have been studied.

For trips abroad the children might board a freighter on its way to carry some exports to other countries, or a submarine, or a palatial steamer such as the Aquitania, or even take an aeroplane. This will again necessitate looking up routes of travel, sailing facilities, referring to guide books such as Baedeker's and Muirhead's Blue Books, books of travel (simple geographical readers or pictures in more advanced books of travel), and consulting persons who have actually visited the places chosen. (1) A trip to the Alps district, one of the international playgrounds. (2) The land where many of our matches are made, Sweden, (Selma Lagerlof's, "Adventure of Nils" will be interesting to the children); "For Rubber We go to the Malay States"; "To a Coffee Plantation Let Us Sail"—South America; "Our Cousins in Sunny Italy"; "The Makers of the Persian Rug"; "Where the Kangaroo Lives"; "At School in Japan"; "The Land of the Silk Worm."

In the fourth year the pupils will use the globe and world maps for routes and physical maps (preferably a wall type) for discovering difficulties likely to be met on the trips. Rainfall and temperature maps of the continent visited would also be very useful. Of course pictures and specimens are necessary for making the trips real to the children.

General Geography

In an associative method, while studying the work activities, places of interest, etc., in the United States and Canada and also places visited elsewhere, the children will have gradually accumulated concepts of physical features such as mountains, plains, climate, etc. Near the close of the fourth year—as also at appropriate occasions in the latter half of the year—the children may present some general statements concerning these factors of geography. However, a "set"

definition is not to be repeated verbatim by each child. Sketches and original expressions by the individual child are far more worth while.

The pupil should have been introduced to all the continents and have studied about the life in each of these kinds of environments. No requirement should be made, however, of statements concerning each continent as a whole.

The pupils will become familiar with the prevailing westerly winds and their influence on life in the United States and Canada. The influence of the dry calms on life in southern United States will also have been observed, as will the varying winds of northern Canada.

Moreover, the influence of climate, surface, soil, mineral and other resources, and position relative to developed regions will have been introduced wherever it was needed to explain the presence of a life activity or methods used in connection with it. Hence near the close of the term all the essential facts concerning each of these elements of physical geography as applied to the United States and Canada are assembled. If at any time throughout the term an opportunity occurs for contrasting types of climate or of surface found in different parts of these countries, it should not be neglected. The children's knowledge of these countries will then have been obtained cumulatively. Thus their concepts will be associated with real life rather than merely memorized words.

ADDITIONAL SUGGESTIVE METHOD

The method of discussing the work orally as it was carried on in the third year will be continued. After the particular study on hand has been approached by means of some definite contact, such as specimens, pictures, map, or an actual experience, the pupils determine upon some goals which they aim to attain. Here again the approach will be from the standpoint of life responses, although at times the pupils may suggest at the beginning a desire to know from where the given article has come. Immediately the question is raised of why it has been from there, of what there is in the environment—climate (rainfall, and temperature), surface, soil, mineral and other resources—that has influenced or determined its production there. With objectives established, one or several, the class and teacher set to work in achieving them. In the third year, the study of specimens and pictures, and inquiries of people were the means of accomplishing these aims. In the fourth year an additional tool is introduced, namely, a textbook. This is a basic aid in all the work from now on but it is not the introduction to the work. Oral discussion will set up objectives. The textbook is *one* of the tools in achieving those objectives. When used, it should always increase the

pupil's self-activity, stimulate him to increased efforts, not detract from his self-activity.

After the pupils have consulted all available sources in their endeavor to answer their questions, their results are then brought up for discussion. A conclusion is reached and decision made by the pupils and teacher as to the essential elements of information (geographic facts and principles) to be retained by the children. Mention will also be made of those agencies—a particular map or part of the book, or a specimen— that aided especially in solving the question at hand.

Soon there will develop the need for some drill lessons. At every possible opportunity in analyzing a new unit recall should be made of facts or principles which were brought out in previous lessons. This repetition extending over a period of time in which the idea is repeated in association with a new situation will accomplish more satisfactory results than many repetitions of an idea at one time. There are times when a little game on location should be played in which the statements are as concise as possible and yet accompanied by the valuable ideas which should arise in connection with them. For example: One child says—"I am thinking of a place where people in Pennsylvania like to go in winter so as to avoid the snow storms. Who knows where it is?" Another answers and asks, "What does this place give even those of us who cannot visit there?" or "I can think of another place where people go especially in winter-" or "Who knows a place where people like to go in summer?" Then, "Who can mention several places where people like to go in summer?" In each case the wall map and globe are used as a test of the child's use of maps and of his visualization of the place.

Another game may consist in having the floor represent the United States and Canada. Some child says, "I am a farmer raising wheat in Minnesota. Who is living in another wheat district?" The volunteering child then runs to that position in the room which he thinks represents Washington and says, "I'm a Washington farmer."

Again, out in the school yard, the pupils may determine an approximate area to represent the United States and Canada (or only one country). Then one child draws a route on the ground, indicating the railroad that he has used or rivers or mountains he has crossed. The class then discusses the accuracy of the sketch. If some of the places are new to the class, pictures should be introduced at the proper time. Outline maps, especially of blackboard type, either made from a stencil, free-hand, or made on material that can be rolled, are invaluable in location drill as well as in development lessons. A competition game between different parts of the class may be conducted by placing cities, etc., on it.

For discussions of various kinds of lessons see page 270.

Individual children will always be encouraged to bring to class problems to be solved. At times, it is worth while to have every pupil in the class make up a simple question or problem. Thereupon the entire class may coöperate in acquiring the answer to the question, or the originator of the problem may himself solve it.

Specimens and Pictures. In the third year the pupils have developed certain ability in using specimens and pictures as sources of information and also as means of expressing ideas which they have acquired. In the fourth year this training should continue. No doubt the individual pupil will be able to gather even more material than he could in the third year in the solution of the unit of work in hand. Therefore, the use of specimens and pictures is to be encouraged. He will no doubt acquire greater facility in organizing such material to tell a story than he was able to do in the third year.

Maps. In the third year the child has evolved a simple diagram to represent an experience, namely, a trip which he and the class have taken. He has come to realize that certain facts or conditions may be represented in symbolic form. The number of symbols was, however, somewhat limited. Therefore, to this knowledge certain additions should be made. In this way his concept of a map and its use will be gradually accumulated. He now uses printed maps of a more complex nature than his sketch in the third year. By gradual steps he will discover new symbols on these maps, such as scale, mountains, etc. In the fourth year each one will attract his attention when it will help him in solving a problem which confronts him. Since a physical map has really more geographic background to it than a political map, training in the use of physical maps is an achievement to be accomplished in the fourth year. Aside from being very full, the political map does not contain that information which a child at this age most needs. The value of having children use wall outline maps, both those made of slated material on which chalk marks can be erased and those made of paper, should be emphasized. There is no more speedy or accurate means of recording information. However, in the course of the year the pupil will have had experience in obtaining information and checking up his ideas by the use of surface maps, especially the physical variety, distribution maps (rainfall, commodities, such as wheat and corn, etc.). It is advisable to offer the child opportunities to use various styles of maps: printed, outline (paper and blackboard; desk and wall). The pupils will have acquired an ability to use with ease the three essentials of a map: key or explanation of the symbols, the direction marks, and the scale.

Graphs may, as is the case with other tools of geography, be used as sources for information as well as means of expressing ideas and

checking information. It may be added that frequently the pupils have learned to make graphs in connection with charting their own progress in arithmetic or spelling or some other study. In this way they come to realize that graphs are mediums of expression in many phases of life. For discussion and illustration of graphs see page 340. Graphs, however, will not be required in the fourth year; their use is optional.

Use of textbook. It is quite probable that individual pupils have had an opportunity of referring to books chiefly for pictures in the previous grades, but in the fourth year the use of the textbook must be a specific achievement. This does not necessarily imply that the first introduction to the book will be to read some of the verbal matter. It is frequently a good plan to set up a lesson whereby the child will refer to his book first to discover pictures which will be helpful in studying the particular lesson under discussion. In this connection he will be led to analyze the titles carefully. Very soon, however, he will realize that the verbal matter will also help him with his task. Hence we find him naturally reading the text. In the same way he discovers a new aid in the maps of his book. This is especially the case if the teacher has developed a habit of having the child use wall maps constantly during oral discussions. By and by he will realize that one map will help him for one particular thing and another kind of map will be better for a different lesson. Thus the pupil will have developed habits of study whereby he will know how to use the pictures, verbal matter and maps as well as the index efficiently.

Map drawing. The question of map drawing by the child has caused considerable discussion. All maps drawn by the child should be simple in their nature. The general outline and proportion should be accurate, but details should not be insisted upon. On the map should be placed those facts which will be really vital in expressing ideas. Map making merely as a mechanical process has little educational value. A map, just as every other tool in geography, must have a specific reason for its existence. It must be either the source of information for the children or a means of expressing an idea, or several ideas.

The pupils will have referred to some statistics in the textbook so as to ascertain certain comparisons, but they will not be required to memorize them verbatim. For example, it is worth-while that the pupils have some knowledge of the relative size of the population of the United States and of the home locality and of the proportion of wheat raised in the United States compared with the world production.

Place geography. Those essentials of place geography which have been suggested as worth-while will be brought in at every possible

opportunity during the discussion of lessons. The *repetition* of these facts *at intervals* will produce a *more lasting* result than many *repetitions* of the facts *at one time.* In every case vital ideas associated with the place should be recalled. The position of a place bears specific relationships to the life there and it is these relationships which should be stressed.

Throughout the year the pupils will have had constant experience in using the map of the United States and Canada. Hence, after this frequent use of these symbols, the majority of the children will have developed sufficiently to reproduce a proportionate but simple map of each of these countries. However, they will be drawn only when they serve a specific function in the lesson.

Record books. In the work in geography there must be constant selection between vitally important, less important, and least important facts. Our textbooks ought to present ideas clearly; hence they frequently must use more detailed statements than should be required of the child. These elaborations are most essential in developing the concepts and, provided they are important and worked up in such fashion that children will understand them, are absolute needs in the teaching of geography.

However, no child can be required to retain all these details. There would be excessive waste in energy and injury to feelings should any teacher aim to have the children achieve such a goal. Therefore, in the oral discussion the children are being constantly trained to determine the relative importance of facts and ideas which are presented.

It may, however, be a guide if each child keeps some record of the class's decision in reference to the really essential ideas associated with a given unit of work. These conclusions may be recorded in their individual notebooks. These notebooks, however, should be *entirely* of the child's own creation. They will often include pictures, and original sketches, as well as maps and printed matter, chiefly in outline form.

For suggestions on expression work see page 288.

Equipment. Each child will, of course, have a textbook, additional reference books, especially geographical readers for children; and both general and specific geography reference books for teachers will be valuable. Specimens and pictures will again function constantly throughout the work. Collections of various kinds can be accumulated by the school district. Magazines are valuable both for the pictures and in many cases for the verbal matter they offer, and for the graphs and maps which may be included. Charts and exhibits prepared by children in the upper grades will be most valuable in

this work as well as present an opportunity of socialization between grades. See section on materials and their uses, page 285.

Printed wall maps of the parts of the world being studied, preferably good physical maps, are absolutely essential. Outline maps of wall and desk size will be a constant need for both the child and the teachers. The type of outline map which is executed on cloth that can be rolled up, frequently called a blackboard, or slated outline map, is very valuable. The distribution of rainfall, products, population and transportation facilities can be made more real.

Materials which will be necessary in making graphs on a large scale will be needed if these are to be made. These graphs present definite and yet simple relative studies of population, products, (wheat, etc.) in the parts of the world which the children are studying, and when once made can be handed down to succeeding classes. Any other charts and posters which can be obtained would be useful in this work.

OUTCOMES

As a result of the work in the fourth year, the child will have had experiences some of which will have merely provided impressions not well defined, others will have created sensings, such as pride in the wonderful wealth of national resources in our country; others will create realizations, such as the relationship between the work activities and the natural physical factors in a given environment; still others will create attitudes, such as appreciation of the contribution made by workers, especially in the United States and Canada.

Knowledge. The United States and Canada are communities of workers. The results of their labors are widely distributed over these countries and over the world. Work activities, especially from the standpoint of industry and their representative products, are dependent upon certain geographic conditions which determine how, where and why certain products are produced in certain communities of the United States and Canada.

Distribution of rainfall in the United States and Canada determines in a measure the kind of occupation and vegetation which is found in certain environments. The amount of rainfall in a given place depends upon the latitude of the locality in reference to the wind and calm belts; elevation; distance from large bodies of water.

Climate varies with the altitude of the place. The climate of the United States and Canada varies in different sections and different altitudes, from the standpoint of both the moisture and temperature. Nearness to large bodies of water (ocean or lake) tends to make the climate of adjacent regions equable because water heats and cools more slowly than does land. The United States and Canada have

many regions of scenic interest which attract the travelers and act as recreation resorts.

Abilities and Skills

To determine, though oral discussion as a class, certain objectives to be sought; then to seek the solution or accomplishment of these goals in all available sources—some specimens, pictures, people, textbooks, other books

To use with economy of time and effort the geography textbook by having developed skill in utilizing the index and table of contents.

To interpret various kinds of maps and also to express ideas through the medium of a map

To express effectively for the benefit of a group of children the ideas which one child has gathered and which he considers worth presenting to the group concerning life in the parts of the world being studied

To begin to realize the complexity of work necessary to make it possible for each boy and girl to live

Attitudes

Appreciation of the contributions made by the many workers in field, forest, mine, factory, and on land and water, especially in the United States and Canada, so that every American child, man, and woman may obtain some of his needs, comforts and luxuries.

Appreciation of the richness of the United States and Canada because of the geographic factors of these countries. Pride in the blessings bestowed upon our country and desire on the part of each child to make his fullest contribution in maintaining and increasing the part which our country plays in world affairs.

FOURTH YEAR BIBLIOGRAPHY FOR TEACHERS AND PUPILS

Allen—North America—Ginn
Allen—United States—Ginn
Bassett—Story of lumber—Penn
Bassett—Story of wool—Penn
Bassett—Story of leather—Penn
Bengston & Griffith—The wheat industry—Macmillan
Bigwood—Cotton—Holt
Bishop & Keller—Industry and trade—Ginn
Braine—Merchant ships and what they bring us—Dutton
Brigham—From trail to railway through the Appalachians—Ginn
Brooks—The story of cotton—Rand
Brunhes—Human geography—Rand

Burks—Barbara's Philippine journey—World Bk.
Carpenter—North America (rev. ed.)—Amer. Bk.
Chamberlain & Chamberlain—North America—Macmillan
Channing & Lansing—The story of the Great Lakes—Macmillan
Chase and Clow—Stories of industry—Educ. Pub.
Colby—Source book for the economic geography of North America—University of Chicago Press
Curwood—The Great Lakes—Putnam
Cooke—A day with leather workers—Doran
Cooke—A day in an iron works—Doran
Cooke—Day in a shipyard—Doran
Cooke—Visit to a cotton mill—Doran
Cooke—Visit to a woolen mill—Doran
Dunton—Glimpses of the world—Silver
Dunbar—Adventures of Billy Topsail (Newfoundland)—Revell
Dutton—Trading and exploring—Amer. Bk.
Davis—West from a car window—Harper
Edgar—Story of a grain of wheat—Appleton
Fairbanks—The home and its relation to the world—Wagner
Fairbanks—Conservation reader—World Bk.
Finch & Baker—The geography of the world's agriculture—Supt. of Documents, Washington, D. C.
Fisher—Resources and industries of the United States—Ginn
Forman—Stories of useful inventions—Century
Gilman—Alaska the American northland—World Bk.
Greene—Coal and coal miners—Houghton
Grey—The young forester—Harper
Hall & Chester—Panama and the Canal—Newson
Hawksworth—The strange adventures of a pebble—Scribner
Hotchkiss—Representative cities of United States—Houghton
Haskell—Katrinka; the story of a Russian child—Dutton
Ingersoll—Knocking around the Rockies—Century
Ingersoll—Book of the ocean—Century
Jordon—The story of Matka—World Bk.
Keller & Bishop—Industry and trade—Ginn
Keir—Manufacturing industries in America—Ronald Press
Keller & Bishop—Commercial and industrial geography—Ginn
Lefferts—Our own United States—Lippincott
Lummis—Tramp across the continent—Scribner
Luther—Trailing and exploring—Amer. Bk.
Martin—Story of a piece of coal—Appleton
Maule—Boy's book of inventions—Doubleday
McMurry—Type studies of United States geography—Macmillan
McMurry—Larger type studies of American geography—Macmillan
Mead—Story of gold—Appleton
Mills—Story of a thousand year pine—Houghton
Mills—Searchlights on some American industries—McClurg
Mitchell—Paz and Pablo (Filipinos)—World Bk.
Monroe & Buckbee—Our country and its people—Harper
Mott—Hunting and fishing—Dutton
Mowry—American inventions and inventors—Silver
Murray—Ocean—Holt
Myrick—American sugar industry—Judd

McFarlane—Economic geography—Macmillan
Newell—Irrigation in the United States—Crowell
Nicolls—The story of American coal—Lippincott
Oemler—Truck farming in the south—Judd
Ormerod—Wool—Holt
Peeps in many lands (Canada and Newfoundland)—Macmillan
Pitkin & Hughes—Seeing America (Farm & Field)—Macmillan
Plummer—Roy and Ray in Canada—Holt
Price—The land we live in—Small
Robinson—Commercial geography—Rand
Rocheleau—Great American industries (series)—Flanagan
Roth—First book of forestry—Ginn
Russell—Lakes of North America—Ginn
Russell—Rivers of North America—Putnam
Russell—Volcanoes of North America—Macmillan
Rutt—Wheat growing in Canada, the United States and the Argentine—Black
Samuel—Story of iron—Penn
Samuel—Story of gold and silver—Penn
Seton—Arctic Prairies—Scribner
Shillig—Four wonders—Cotton, wool, linen, silk—Rand
Shinn—Story of the mine—Appleton
Smith—Commerce and Industry—Holt
Smith—Story of iron and steel—Appleton
Smith—North America—Harcourt
Smith—World's Food Resources—Holt
Southworth & Kramer—Great cities of the United States—Iroquois
Surface—Story of sugar—Appleton
Sutherland & Sanford—United States and possessions—Silver
Tolman—Around the world (series)—Silver
Tower—Story of oil—Appleton
Thompson—From the cotton field to the cotton mill—
U. S. Geol. Survey—Atlas of Com. geology, Part I., Minerals, Washington, D. C.
Van Hise—Conservation of the natural resources of the United States—Macmillan
Wissler—The American Indian—McMurtrie
Whitbeck and Finch—Economic geography—McGraw
Wilkinson—Story of the cotton plant—Appleton
Yard—Top of the continent—Scribner

Magazines

Literary Digest—Funk
National Geographic Magazine—Nat. Geog. Soc.
World's Work—Doubleday

FIFTH YEAR

Introduction. The work in the third year dealt with life in the home environment and in some environments different from the local district. In this connection the children acquired certain vocabularies and a sensing of relationships. This fund of information and of attitudes was increased by their work in the fourth year. Here, through the study of work activities throughout the United States and Canada, they became familiar with the places where such

occupations or industries were carried on and with conditions in terms of geographic environment which influenced those activities. Through their journey geography in the fourth year they have gone to some other regions in the world which had not been taken in the third year, but no definitely organized and complete study was made of any one country of the various continents. Moreover, abundant opportunity should have been offered in the use of tools so that the pupils on reaching the fifth year should have acquired a facility and developed an economy in the use of specimens, pictures, textbooks, and maps. However, this ability will require additional development in the fifth year. Here the work will be concentrated on the European countries. This term implies a study first of the homeland in Europe followed by an analysis of life in *other parts of the world* where these nations have influence. It will be advisable to read the preceding chapters of the course to understand the basis laid in previous lessons.

SPECIFIC AIMS

Geographic ideas, vocabulary and principles

The work in this grade deals with the leading countries of Europe, (Great Britain and Ireland optional), and with those parts of Africa and Asia where these countries have control or influence. In the end, the essential geographic facts and principles associated with Europe and Asia will be assembled and stressed. But there should be no general study of each of these continents until *after* the individual studies of the countries and sections have been completed.

Abilities and attitudes of mind

The teacher should determine early in the term whether or not the children really know how to use a book, meaning thereby their ability to gather information from the pictures, verbal matter, and maps in the quickest way, that is, by using an index. If the children do not possess this ability or cannot interpret maps, training along these lines should be given in some special lessons involving much use of the textbook. However, each of these lessons should have a specific life analysis as one of its aims and not be merely a mechanical procedure.

To determine objectives, to appreciate, to organize, to present, to judge ideas and materials.

To determine a unit of purposeful activity.

To use oral and written expression effectively.

To select essential phases of a unit for discussion.

To collect and organize material for the solution of a definite problem (This work may be done by individual pupils or by hav-

ing several children work in committee fashion under the direction of a chairman).

To use reference books, magazines, pamphlets, government publications, etc., in collecting ideas, in addition to sources mentioned for the fourth grade.

To express ideas in as many ways as possible, including graphs.

To see dependence of an industry upon environment as well as the influence of physical environment on other human activities.

To understand peoples of other lands and appreciate the contribution they have made and are making to our own welfare.

To develop general concepts of political units and their scope.

To establish some essential geographic facts and principles regarding Europe and parts of Asia.

The following references are useful to teachers:

General Education

Bonser, F. G.—The elementary school curriculum—Macmillan
Dewey—How we think—Heath
McMurry—How to study—Houghton
Parker—Methods of teaching the elementary subjects—Macmillan
Strayer & Norsworthy—How to teach—Macmillan
Wilson & Wilson—Motivation of school work—Houghton

Teaching of Geography

Branom & Branom—Teaching of geography—Ginn
Dodge & Kirchwey—The teaching of elementary geography—Rand
National Council Geog. Teachers—Journal of geography—Nystrom
Smith—Teaching of geography by problems—Page
Sutherland—Teaching of geography—Scott, Foresman

General Geography References

Bowman—The new world—World
Finch & Baker—Geography of world's agriculture—U. S. Dept. of Agriculture, Washington, D. C.
Huntington & Cushing—Principles of human geography—Wiley
Salisbury, Barrows, Tower—Elements of geography—Holt
Smith—Industrial and commercial geography—Holt
Atlas of commercial geology—Part I. Minerals—Part II. Waterpower—U. S Geological Survey
World Almanac (yearly)—Press Pub. Co.

CONTENT

European Countries

The work for the fifth grade deals with the prominent European countries, Great Britain and Ireland optional. That unit is reserved for the sixth grade, when the entire British Empire will be studied.

The pupils will begin with a study of the homeland in Europe and follow it up with lessons on that country's possessions and places of influence throughout the world, so that all the territory within the control of that country is properly associated. In this way the pupil will have a more intelligent understanding of just what each of these countries represents in the world. However, the emphasis should not be placed on the political phase of the situation but on the life of the people in these places and the analysis of the life activities there as they are influenced by the geographical factors of climate (rainfall and temperature), surface, soil, mineral deposits and other resources, position relative to developed regions of the world.

Since many of the textbooks may not show the changed conditions in German territory as a result of the World War, the following list is given. Territory which has been taken from Germany by the World War: Alsace-Lorraine; Danzig; Schleswig; all of her colonies, African, Asiatic and Pacific); German Poland; part of former Germany is now Czechoslovakia (this will be the territory close to the old Austria Hungary which may be indicated as Bohemia on the old maps); part of upper Silesia and then some small places—Eupen, Malmedy and Moresnet. It is more advisable that if the children do not have access to a modern map and textbook that at least one wall map be obtained for use in the classroom. The National Geographic Society has issued several maps which will be of assistance and can be obtained at a low cost. The *Literary Digest* has issued a large map, and one very large map can be obtained from the Superintendent of Documents, Washington, D. C., entitled Europe and Asia Minor, M. I. D. G. S. No. 62, 1924. The leading map makers have also issued revised maps which will be very helpful in the work of this grade.

The following countries are considered worthy of definite analysis: Czechoslovakia (which has already established its position in the economic life of the world), Denmark, France, Germany, Belgium, The Netherlands, Greece, Italy, Bulgaria, Rumania, Sweden, Norway, Switzerland. See "Another Teacher's Guide in Measuring Achievements in the Study of a Country," below. As part of the study of each of these European countries, the life in their various possessions and other places where they have influence should immediately follow. In this way the children acquire at the start accurate concepts of the extent of that country's influence.

Another Teacher's Guide in Measuring Achievements in the Study of a Country. (Those aspects which are essential to the country under consideration will be chosen.)

A. Distribution of population

State the reasons for the density in each case: occupations; physical features

Prominent cities
Racial contacts with the United States (present, past)—origin of Americans, language, religion, laws, schools, other customs.

B. Distribution of work activities, and their relative importance to Europe and to the world. (Wherever possible the pupils should explain these life responses in terms of natural physical factors—climate, surface, soil, mineral and other resources, position relative to developed regions.)

1. Agricultural areas: crops
2. Fishing districts: varieties of fish.
3. Forest industries districts: kinds of product
4. Mining districts: kinds of minerals
5. Manufacturing areas: kinds of products
6. Transportation routes (steamship connections with U.S.)
   a. Land—water (Mention only the essential avenues.)
   b. Air routes (State specifically when these routes are part of world routes)
7. Other means of communication
   a. Telephone and telegraph: areas having most numerous connections
   b. Cable: distributing centers
   c. Radio: broadcasting centers
8. Recreation districts: location, reason for choice

C. Places of special interest in the country: scenic, historic, cultural. In this connection special characteristics of the people—their customs and institutions—will also be considered, as will also the important cities.

D. Climate: State in each case the effect on life—human (plant and animal where desirable).

1. Moisture: amount and distribution
   Territory having slight rainfall
   Territory having medium rainfall
   Territory having heavy rainfall
   Explain these conditions in terms of the (1) prevailing winds, (2) elevation, and (3) the nearness to the large bodies of water associated with the continent.
2. Temperature: territory having great variation from season to season, between day and night.
   Explain rainfall and temperature conditions in terms of distance from equator (latitude belt), character of

the surface, nearness to large bodies of water (position in continent).

3. Winds: territory situated in a given wind or calm belt of the world (latitudinal position), with the resulting effect on moisture and temperature.

E. Physical features

1. Prominent highland systems and their influence on life activities: elevation of any world-famous height
2. Prominent lowlands (valleys and plains) and their influence on life activities.
3. Coastlines and their influence on life activities.
   a. Characteristics—extent, etc.
   b. Resulting effects—frequency of good harbors.

F. River systems

1. General direction
2. Value: (a) country itself, (b) world trade

G. Comparisons with other countries in the world

1. Areas
2. Contribution to the world welfare:
   a. Economic
   b. Cultural

One or two pertinent ideas in connection with each of the smaller countries of Europe should be associated with the following countries: Albania, Austria, Esthonia, Finland, Latvia, Lithuania, Hungary, Luxemburg, Poland, Portugal, Russia (today), Spain, Yugoslavia. Of course, the general location of all the countries will be acquired through the constant use of a map.

It will probably be advisable to analyze first the life in those countries in Europe which do not have important outlying lands under their control. In this way, the early units in the fifth year work can be kept more simple. However, definite objectives, varying in their organization, will be determined upon by children and teacher in oral discussion around which this work will be focused.

Suggested treatment for a larger country

The following suggestions will be helpful in making the more intensive study of the larger countries. After an introductory discussion of the pupils' knowledge or association with France, certain units (or problems) of purposeful activity should be determined upon by the class.

France and the Places where she has Influence

1. The Homeland. What the people do in France and why; chief characteristics (art and music correlations if desired); their sources of food; their transportation facilities, what they give us, etc. In connection with each of these phases of their life, the associated geographic influences of climate (rainfall and temperature), surface, soil, etc., will be brought in. Wherever it is feasible, conditions found in France will be compared with similar conditions in our own country. For "Another Teacher's Guide in Measuring Achievements in the Study of a Country," see pages 346-348.

2. Other parts of the world which France controls. Where they are (use world maps); their value; reasons for their products; facts of their geography. This will include Algeria and Tunis; French Sudan, French Equatorial Africa; French Southeast Asia (Indo-China, etc.); Madagascar; French Guiana; Pacific Islands.

This same treatment can be applied to Italy, Belgium, Holland.

Some prominent European countries, showing the chief districts in the world under their control.

Belgium—Homeland in Europe, Belgian Congo.

Netherlands (Holland)—Homeland in Europe, Dutch East India (especially Java), Dutch Guiana.

Italy—Homeland in Europe, Sicily, Tripoli.

As a basis for comparison with each of these individual countries, the facts concerning the United States should be used.

Russia may be taken as a single unit of varied responses to different environments. However, the children must be aided in realizing that individual nationalities in former Russia have established new nations and that Russia today (1922) is in large measure Soviet Russia. What the future will bring no one can definitely foretell. Among these small countries may be listed Esthonia, Finland, Latvia, Lithuania and Ukraine (the latter is not yet fully recognized).

The British Isles may be taken as a unit at this time or deferred until the sixth year and studied in connection with "British Empire."

Journeys in Europe. The various life contacts between the various places in Europe may be more clearly seen by the pupils if they take some trips such as Up the Rhine, Down the Danube, Across Russia from Petrograd to Odessa.

Review by grouping. In review, the European countries may be taken in groups.

1. Mediterranean and Black Sea District—This reviews some of the countries in Europe which have been taken intensively and also some of the newer countries which are not taken up in such detail. Moreover, the child becomes somewhat acquainted in a general way

with life in North Africa and Western Asia. The fact that they have about the same climatic conditions should help the children to realize that the life responses are similar in many respects. Supplementary information that various members of the class may contribute in connection with the interdependence among these people, and between these people and us, will be useful.

2. Baltic Sea Countries—This study will also show the relationship between the Russian and Scandinavian as well as Germanic peoples.

3. North Sea District—In this connection the children may discover that a large unit has been omitted in their work in the fifth year; namely, the British Isles. In this way they will have a glimpse of work to be taken in the sixth year.

In connection with the study of Russia, the child is naturally led into Asia, but he should understand that Siberia is now an independent republic. Parts of Asia Minor will also have been introduced in the study of European countries; Syria in connection with France, etc.

It is advisable to have the pupils get some notion of the cultural achievements of these Asiatic as well as European countries in addition to the characteristic customs of the people. Thus, the children will acquire a sympathetic attitude toward other people and not consider other folk peculiar because they do not do things just as people do in America. If relationships are constantly traced between life responses and the factors of environment, a scientific attitude of mind is acquired by the pupils. There should be a constant endeavor to seek the truth about these people.

Europe as a Whole

After this study of the countries of Europe has been completed, the pupils should assemble the essential geographic facts and principles concerning the European continent. The following guide will be suggestive for the teacher.

Teacher's Guide in Measuring Achievements in the Study of a Continent.

A. Distribution of population
   1. State the reasons for the density in each case: occupations, physical features
   2. Prominent cities
   3. Political divisions

B. Distribution of work activities

1. Agricultural areas: crops
2. Fishing districts: inland; ocean—varieties of fish
3. Mining districts: kinds of minerals
4. Manufacturing areas: kinds of products
5. Transportation routes (Steamship connections with the United States)
   a. Land—railroads, national highways
   b. Water—navigable rivers, canals, lakes, combinations of all ways
   c. Air routes—continental (State specifically when these routes are parts of the world routes)
6. Other means of communication
   a. Telephone and telegraph: areas having most numerous connections
   b. Cable: distributing centers
   c. Radio: broadcasting centers

C. Climate: State in each case the effect on human life (plant and animal where desirable). The responses as vegetation zones may be clinched.

1. Moisture: amount and distribution
   Territory having slight rainfall
   Territory having medium rainfall
   Territory having heavy rainfall
   In each case explain these conditions in terms of the (1) prevailing wind, (2) the elevation and (3) the nearness to the large bodies of water associated with continent (or a table on slightly different basis).
2. Temperature: territory having great variation between season and season, between day and night. Explain in terms of (1) distance from equator (latitude belt), (2) nearness to large bodies of water (position in continent).
3. Winds: territory situated in a given wind or calm belt of the world. Latitudinal position, with the resulting effect on moisture and temperature.

D. Physical features

1. Prominent highland systems and their influence on life activities; places of highest elevation.
2. Prominent lowlands (valleys and plains) and their influence on life activities.

3. Coastline
   a. Characteristics—extent, etc.
   b. Resulting effects—frequency of good harbors.

E. Large river systems
   1. Situation and values
   2. Causes: (a) physical features, (b) rainfall conditions

F. Comparative area with other continents
   1. Latitudinal extent: Mention also position in frigid, temperate, torrid zones (light not climatic belts)
   4. Longitudinal extent.

General Geography

Knowledge of the location and influence of the following wind and calm belts on Europe will have been accumulated during the work and will be stressed toward the close of the term—Prevailing Westerlies, Dry Calms (N. Lat.), Northeast Trades, Wet Calms, as they influence life in Europe and in some parts of Asia and Africa, will have been considered.

The following problems may be suggestive:

How has Denmark become the world's teacher in the dairy industry?
Are fish more important to the New Englanders than to the Norwegians?
Why has Belgium been called one of the work shops of Europe?
Why is Switzerland called a playground of Europe?
Why are there three languages spoken in Switzerland and no national language?
How does Poland resemble our north central group of states?
Why are goats and donkeys more common in Greece than horses, cows and sheep?
Why is Holland called one of the dairy farms of Europe?
Why do thousands of people visit Italy each year?
Why are more than half the people of mountainous Italy farmers?
Why is Czechoslovakia called the "keyland" of Central Europe?
Why has France never become one of the greatest manufacturing and commercial nations?
Why is Europe fitted to be the home of so many peoples?

ADDITIONAL SUGGESTIVE METHOD

It will be advisable to read the preceding chapters in the course to acquire the viewpoint of the entire work. By properly using its index, the textbook assigned to the fifth year can be readily used in connection with the course, although the organization of the book may not be identical with the sequence of the work suggested in the course of study.

The general policy should be that of having the children and teacher, working coöperatively, establish units of work or problems. At times, however, it is good practice for the teacher to offer the class a unit of work or problem without having previously discussed it with them. It is because life prescribes problems for us to solve, as well as it permits us to choose some, that this variety of method in setting up objectives is suggested.

For example, "Show definitely *to what extent* Greece contributes to American welfare." The execution of this task will require the pupils to consult the textbook and other books, maps, statistics. Thus they must accumulate information concerning the life activities in Greece and the geographic factors influencing these activities, and also discover what this country produces which definitely functions in American life. Finally, the pupils must so organize and present the results of their investigation as to indicate the extent to which Greece's contribution functions. This later task may be too severe for many classes. If this be the case, the problem may be modified to read: "Show definitely *how* Greece contributes to American welfare."

If it is planned to analyze any industry or occupation in Europe or Asia rather extensively, "Suggestions in connection with work activities," (p. 321) should be consulted.

In the fourth year, the World map as well as that of North America should always be available. In the fifth year, the children's experience in the use of maps will have been extended both in the direction of additional kinds of maps, particularly those of an economic nature, and also maps giving in more detail other parts of the world—for example, Europe, Asia and Africa.

Graphs. The new tool which is developed in the fifth year and its use realized is the graph. Several children will no doubt have had some experience with graphs. Its use becomes general in the fifth year. See pages 338, 340.

Use of magazines and other periodicals is to be encouraged throughout the work.

The group organization plan discussed on page 385 can in many cases be applied here. For a fuller discussion of this plan as it was used in connection with "France and Her Spheres of Control," see Report of Schoolmen's Week Proceedings, April, 1922, University of Pennsylvania, Philadelphia. In this grade as many opportunities as possible will have been offered for the development of leaders and of discriminate followers in undertaking a piece of work. Individual responsibility should be a keynote of achievement. Coöperation and mutual helpfulness not only between individuals within a group or the various members of a class, but also between different classes

in the same school, or even between groups of different schools, will have been developed in increasing manner.

Record books in which the children note essential phases of their studies, usually in the form of outlines which the class has developed, and assemble pictures, etc., are useful. See page 339.

For suggestions in reference to Expression Work, see page 288.

Equipment. In addition to the textbook, other books, as well as specimens and pictures dealing with the parts of the world discussed, will be useful. Physical wall maps of Europe and Asia are essential and other maps such as rainfall distribution, political, etc., will also be valuable. Magazines and other publications of similar nature will be helpful.

OUTCOMES

As a result of the work in the fifth grade, the child will have had experiences, some of which will have produced merely impressions not well defined, others will have created sensings such as love for the beautiful scenery of the Alps and Tyrolese mountains; others, realizations of great changes that have taken place, such as reorganized Europe; others, attitudes as admiration for the contribution which European and Asiatic countries have made and are making to the world's welfare.

Knowledge. The following facts and conditions should have been acquired: essential facts concerning the life activities of European and some Asiatic countries, new as well as old; areas of production (agricultural, mining, manufacturing, etc.) in Europe and certain parts of Asia and Africa; location of leading cities, rivers, mountains, other important bodies of water and land and their significance; location of the countries of Europe and some countries in Asia in their relation to each other; relationship between some wind and calm belts and life responses; some contributions made by European and Asiatic countries to the world's welfare, especially to the past and present United States.

Abilities and Skills. To make an effective contribution in the study of a unit of work; to interpret and in some cases construct graphs; skill in organizing in a telling manner booklets, posters, exhibits, etc.

Attitudes. Interest in Europe as the home of the ancestors of Americans and as one of the leading centers of science, art, and literature. Sympathetic attitude toward customs of other people which are different from our own. Appreciation of what others do for our welfare and happiness. Respect and admiration for leaders in carrying on committee work in the grades. Appreciation of the

loyalty among members of the committee to each other and to the leaders. Willingness to make an individual contribution within one's ability in evolving units of work. Pleasure in developing geographic topics and solving geographic problems.

FIFTH YEAR BIBLIOGRAPHY FOR TEACHERS AND PUPILS

Allen—Asia—Ginn
Allen—New Europe—Ginn
Blanchard-Todd—Geography of France—Rand
Bowman—The new world—World Bk.
Brunhes—Human Geography—Rand
Carpenter—Africa (Rev. ed)—Amer. Bk.
Carpenter—Asia (Rev. ed)—Amer. Bk.
Carpenter—Europe (Rev. ed)—Amer. Bk.
Carpenter—Commerce and Industry Series—Amer. Bk.
Carpenter—Stories pictures tell—Rand
Chamberlain—Africa—Macmillan
Chamberlain—Asia—Macmillan
Chamberlain—How we are clothed, etc. (series)—Macmillan
Christy—Big game and pygmies—Macmillan
Deecke—Italy—Macmillan
Dominion—Frontiers of language and nationality in Europe—Amer. Geog. Soc.
Du Chaillu—Land of the long night (Lapland)—Scribner
Enock—Mexico—Scribner
Fairbanks—Europe—Harr Wagner
Freeman—World's commercial products—Isaac Pitman, London
Harvey—Denmark and the Danes—Potts
Herbertson—British Isles—Oxford Press
Hogarth—The nearer East—Appleton
Hoke—Russia and the Old East—Johnson
Houghton—Russian grandmother's wonder tales—Scribner
Huntington—Asia—Rand
Huntington—Civilization and climate—Yale University Press
Huntington & Cushing—Modern business geography—World Bk.
Jefferson—Man in Europe—Jefferson, Ypsilanti, Mich.
Keller & Bishop—Commercial and industrial geography—Ginn
Lees—Village life in Palestine—Longmans
Liddell & Thompson—Sweden & Finland—Macmillan
Little—The Far East—Oxford University Press
Lyde—The continent of Europe—Macmillan
Mabie—Norse stories—Rand
MacMunn & Coster—Regional geography of Europe—Oxford University Press
Markham—Scandinavia and Arctic region—Appleton
Morris—Industrial and commercial geography—Lippincott
Muirhead—Blue books—Macmillan
Mulets—Sunshine lands of Europe—World
Munroe—Bulgaria and her people—Page
National Research Council—Geography of Europe—Yale University Press
Partsch—Central Europe—Appleton
Perkins—Twin Series (Swiss, etc.)—Houghton
Reclus—Western Europe and the Mediterranean—Appleton
Peeps at many lands (England, etc.)—Macmillan

Riggs—France from sea to sea—McBride
Robinson—Commercial geography—Rand
Roosevelt—African trails—Scribner
Smith, J. R.—The World's Food resources—Holt
Smith, J. R.—Commerce and Industry—Holt
Statesman's Year Book—Macmillan
Tomlinson—Young Americans in the British Isles—Houghton
Toothaker—Raw commercial products—Ginn
Turner—Siberia—Scribner
Unstead and Taylor—General and regional geography—Philip
Whitbeck—Industrial geography—Amer. Bk.
Whitbeck and Finch—Economic geography—McGraw
Willard—Along Mediterranean shores—Silver
Wisler—Globes and Maps—Rand

Magazines

American Junior Red Cross News—Amer. Junior Red Cross
Asia Magazine—Asia Pub. Co.
Geographical News Bulletin (free)—National Geog. Soc.
Geographical Review—American Geog. Soc.
Journal of Geography—A. J. Nystrom Co.
Literary Digest—Doubleday
National Geographic Magazine—Nat. Geog. Soc.
Our World—Houston Pub.
World's Work—Doubleday

SIXTH YEAR.

In the previous work, the pupils have studied life activities in the United States, Canada, European and Asiatic countries, and have discovered certain relationships between these life responses and the geographic factors of climate, surface, soil, etc. Certain abilities in the use of geographic tools as sources of information and as means of expressing ideas have also been acquired by the children. Attitudes of understanding and admiration of the European and Asiatic people have been developed. In the sixth year, additional skills and attitudes are developed and essential geographic information acquired. The work is concentrated on China, Japan, the British Empire including India, Latin America, and the Arctic and Antarctic regions, and the assembling of general underlying principles of geography.

SPECIFIC AIMS

Geographic ideas, vocabulary and principles.

Life activities in China and Japan, Life activities in the British Empire as they are influenced by or influence the geographic factors of the environment, will be analyzed. First, the Home Country—England, Scotland, Ireland, Wales will be studied; then all the lands under England's control. Although Egypt has been declared a

kingdom, it still remains under the protection of England. Latin America (South America, Central America, Mexico) from the standpoint of its own development and of its relation to the United States will also be considered. Arctic and Antarctic regions, together with the thrilling expeditions that are associated with this part of the work, must not remain entirely unknown to our elementary pupils.

Since the children have studied the relationships between life responses all over the world and geographic influences, the general underlying principles of geography will be clinched in the sixth year.

Abilities and attitudes of mind.

The teacher will determine early in the term the pupils' ability in the use of geographic tools. If any deficiency is found in the use of books, map, pictures, etc., special attention must be paid to any given need and lessons formulated to develop sufficient abilities.

1. To determine objectives, to appreciate, to organize, to present, to judge ideas and materials
2. To appreciate the magnitude and variety of life in the British Empire
3. To discover concrete evidence of the interpendence of peoples upon each other all over the world.

The following references are useful to teachers:

General Education

Bonser, F. G.—The elementary school curriculum—Macmillan
Dewey—How we think—Heath
McMurry—How to study—Houghton
Parker—Methods in teaching the elementary subjects—Ginn
Wilson & Wilson—Motivation of school work—Houghton

Teaching of Geography

Branom & Branom—Teaching of geography—Ginn
Dodge & Kirchwey—The teaching of elementary geography—Rand
Nat. Council Geog. Teachers—Journal of geography—Nystrom
Smith—Teaching geography by problems—Doubleday
Sutherland—Teaching of geography—Scott, Foresman

General Geography References

Bowman—The new world—World
Finch & Baker—Geography of world's agriculture—U. S. Dept. of Agriculture
Huntington & Cushing—Principles of human geography—Wiley
Lackey—Studies in the principles of geography—Rand
Salisbury, Barrows, Tower—Elements of geography—Holt
Smith—Industrial and commercial geography—Holt
Atlas of commercial geology—Part I. Minerals; Part II. Waterpower—U. S. Geological Survey, Washington, D. C.
World almanac (yearly)—Press Publishing

CONTENT

In the fifth year, the pupils have studied some parts of Asia closely associated with the continental European countries. China, Japan and India have not been taken; these will be studied in the sixth year.

The British Empire may precede or follow China and Japan.

I. China
   a. Approach
      Newspaper clipping or product from China.
   b. Analysis
      The People—Their work (associate with these activities the influencing geographic factors of climate, surface, soil, etc); art will lead to brief notion of their history; recent development and future possibilities.

II. Japan
   a. Approach
      A Japanese print, Japanese legend, study of volcanoes.
   b. Analysis
      People—Treated similarly to "China."
      Comparison of the two countries and with the United States.
   c. Japanese Empire—Japanese Islands, Korea, Formosa, some Pacific islands (former German colonies)

III. India might be taken up in similar fashion and then later used as an introduction to the "British Empire."

IV. The great monsoon countries of the world.
   Clinch life activities in southeast Asia and show relationship to monsoon wind belt.

British Empire

It is because this is such a big "world unit" that it was reserved as the last of the great European world countries to be studied. It serves as a splendid clinching medium of a great variety of human activities, thereby introducing many varied facts and principles of geography.

Approach:—Historical reference; a product, etc.

Analysis

   a. Life in the British Isles. In explaining the occupations and other characteristics of the people, facts of location, surface, climate, soil, etc., are introduced. See page 346.

b. Intercourse with the world.—(1) her colonies (life responses and underlying geographic influences which help to determine these responses in each case) (2) United States and other countries.
c. Contributions made to world welfare.

The British Empire consists of The United Kingdom of Great Britain (England, Wales, Scotland) and Ireland; India; Dominions of Australia, Canada, Newfoundland, New Zealand, Union of South Africa; and many colonies, protectorates and dependencies. Among these places may be mentioned the following: St. Helena, Gibraltar, Malta, Cyprus, Aden, Ceylon, Straits Settlements, Hong Kong, British Borneo, New Guinea, Tasmania and other Pacific islands. In Africa: Kenya Colony and Protectorate, Uganda Protectorate, Rhodesia; in Asia, Baluchistan; in the Americas: British Guiana, British Honduras, also Bermuda Islands and British West Indies (especially Jamaica). The following mandates must also be included: Iraq (Mesopotamia), Palestine, Cameroon (British section), Togoland (British section) Tanganyika (late German East Africa), Southwest Africa.

From the above list, the teacher will choose those sections which she deems it advisable to consider with the pupils. The work may be simplified by arranging the territories according to the climatic and vegetation belts in which they are situated. A brief study of the world map, showing the English possessions and spheres of influence, will suggest possible organizations. In this way, the pupils gather not only the essential facts concerning life in these places but also see more clearly the relationship between life and climate.

Since Egypt has been recently declared a kingdom, it may be taken separately. It is, however, still under British protection. Many interesting problems may be developed.—"What is Egypt contributing today to the world's welfare?" "What contributions has she made in the past?" Finally the essential geographic facts of surface, climate, soil, etc., will be assembled. See "Another guide for measuring achievements in the study of a country," fifth grade.

Eurasia as a whole

Since the important countries of Asia have now been studied, it will be advisable for the pupils to assemble the essential geographic facts and principles concerning Asia. Then Eurasia as a whole might also be considered. The "Guide in Measuring Achievements in the study of a Continent" (p. 350) may be helpful in this connection.

Africa and Australia as separate wholes

The continents of Africa and of Australia might now be considered as wholes. See "Guide in measuring achievements in the study of a continent," fifth grade (p. 350). It will be well to review Africa on the basis of its climatic and vegetation belts.

Wind and Calm Belts. The principles of relationship between the Northeast Trades, Wet Calms, Southeast Trades, Dry Calms, Prevailing Westerlies in the Southern Hemisphere, which will have been evolved in connection with the analysis of these continents, may then be applied to South America.

Latin America.

The A B C countries. A more intensive study will be made of the A B C countries, namely Argentina, Brazil, and Chile, than of the other countries.

In developing life in these countries, the geographic influences of climate and surface and the natural resources will be quite typical of South America.

Approach—

1. Argentine—wheat or cattle;
2. Brazil—coffee or rubber;
3. Chile—nitrate of soda.

Analysis—

Work, development of their resources, future possibilities, contacts with our own country.

Other Andean countries will then be treated. If time permits, it would be interesting to make a study of the Incas of Peru.

Caribbean countries. This unit not only includes the countries of northern South America and of Central America, Mexico, and West Indies, but also permits a splendid coördination of the life responses of southern United States with these districts. The Federation of Central America will be studied here. This includes Guatemala, Salvador, Honduras, Costa Rica; it was established April 8, 1921.

From "Another Guide for Teachers in Measuring Achievements in the Study of a Country," fifth grade (p. 346), the teacher will choose those aspects which she considers advisable to have the children discover in connection with this district. Some interesting problems can be formulated for this study.

Mexico. This is a splendid climax of the study of Latin America because it brings the children close to our own country. Morever, it presents many varieties of life as a result of varied geographic controls both from the standpoint of altitude and latitude.

Approach: Pictures, magazine article, imaginary trip.

Analysis: What is the life across the border of the United States? Why so? Its present condition. What are the resources of the country? Its history? Its future possibilities? Our connection with this neighbor (contrast Canada). The country might be studied on the basis of its natural divisions or through its products.

South America and North America as a Whole.

The facts and principles of each continent as a whole may now be assembled. See "Guide for measuring achievements in the study of a continent," fifth grade (p. 350).

Arctic and Antarctic Regions.

At this age, the child loves adventure, hence trips to these parts of the world will be valuable.

Analysis: Preparations for journey. Observations along the route, stress geographic controls: transitions from (1) eastern United States where *land* provides necessities of life to (2) Newfoundland and Grand Banks where both *land and sea* provide these to (3) northern Labrador, Baffin Land and Greenland where only the *sea* supports human life, to (4) the Arctic Ocean in which is situated the North Pole, where six months' night (the only place in Northern Hemisphere where this is true) plus extreme cold, plus scarcity of marine life, plus the shifting ice of the Arctic Ocean makes permanent human life impossible. Establish fact that North Pole is located in an ocean covered with ice.

North Pole—Approach: Pictures; magazine clippings; tracing Peary's trip to North Pole, 1909; a possible newspaper announcement concerning Amundsen's present transpolar flight.

Trace Amundsen's trip to the South Pole—preparations, observations along the route. Contrast Antarctic with Arctic regions. The South Pole is situated on the Antarctic continent, which is larger than Europe and has no population. Why not?

Comparison of all the continents. A relative study of all the continents might now be made. In this connection a unit on Pan Pacific peoples could be introduced and serve as an effective review of island people and also of the people in the continental countries on the Pacific Seaboard.

Wind and Calm Belts of the world. The life reactions to all the great wind and calm belts of the world will have been studied—hence their function and influence in the life of the world will be understood by the children (where it is considered advisable—some explanation of their causes may be analyzed). In this connection the world vegetation belts, deserts (cold and dry), grasslands, and forests, will be reviewed and the distribution of population on earth also clinched.

At this time the meaning and value of latitude may be finally clinched and compared with the concept and value of longitude. The International Date Line will also be considered.

Essential facts of the *earth as a whole* will also be established at this time, as to shape, relative size, movements, zones or belts, continents and oceans.

Since the pupils have studied life conditions in many parts of the world, they may now make some generalizations. The following problems are suggested: Why are lowlands most frequently the regions of greatest human activity? How do mountains sometimes promote and sometimes hinder progress in civilization? Of what value to man are lakes? (Give specific illustrations throughout the world) "What are the conditions which control the growth and development of plant life? What are common necessities for human existence, and whence do they come? What are the distinguishing features that enable us to separate the billion and a half people of the world into races and types?"*

However, the children should be led to realize that the great problems confronting the world today and tomorrow cannot be analyzed until they enter the seventh and eighth grades. Certain work has been done, certain information gathered and abilities developed, but the United States needs, the world needs citizens capable of assisting in the solution of the problems which will arise. For this reason, the children will desire to prepare themselves more thoroughly for their share in this world's work.

ADDITIONAL SUGGESTIVE METHOD

Various methods should be used: games, journey, problem, topical, etc., rather than any one of these exclusively.

The following problems may be suggestive:

Why is the Yangtze more useful to China than the Mississippi is to the United States?

How have iron ore and coal helped to develop Great Britain?

Why has Great Britain become one of the leading textile manufacturing nations?

Lackey, Studies in the Principles of Geography, Rand-McNally.

In what ways is Australia different from other continents?

How do the colonies of Great Britain help her to be a great manufacturing and commercial nation?

Why has Africa been so long an almost unknown continent although it is so close to Europe, and was the seat of one of the earliest civilizations?

Why is it that the Amazon valley in Brazil is not a land of fields and farms?

Why is the great La Plata River of Argentina more valuable to the people of Argentina than the Amazon is to the people of Brazil?

Chile has three natural divisions. What is the advantage of these in making her one of the leading countries of South America?

Why is Bolivia one of the most backward countries of South America?

Why is there such a variety of products in Mexico?

In the study of Europe racial contacts were very definite. This is not the case with Latin America. Here the contacts are chiefly economic, hence that phase of our relationships with Latin America should be stressed, always with the outlook as to the future. A knowledge of the course of study for all the previous grades is necessary so that the teacher in the sixth year may have her work act as a unifying medium, a clinching not only of the *facts* that have been gathered by the children all along the line but also an assembling of the numerous geographic *principles* which they have been gradually evolving. The teacher has the opportunity of producing international thinkers. By this is meant a disposition to think in terms of the life and welfare of our distant as well as nearby neighbors. Boys and girls who have world concepts thereby possess the proper attitude of mind which will make them function as good citizens. For "Teacher's Guide in the study of a country" see page 346; for study of continent, see page 350.

It is well to avoid the use of superlatives and glittering generalities. All statements presented in class should be based on accurate investigations and statistics. To say that some thing or some place is the most important is dangerous unless it is definitely stated in what respect importance is being considered.

The life responses formed in any given locality or district are to a degree due to the geographic or physical factors of that environment (surface, climate and soil) which should be constantly associated with statements concerning life there; but economic, historical, ethnic factors are also important influences in determining the particular life activities, hence they must not be neglected in the discussion.

Every child leaving the sixth year should know some general sources from which he can obtain geographic information, hence he

should be trained to use various sources in preparing his work rather than to depend only upon his textbook. He should also be trained to express his ideas graphically and convincingly, either as an individual or as a member of a committee.

By the end of the sixth year the children should be able to formulate and carry through to a successful conclusion a unit "of purposeful activity." To accomplish this they must be capable of organizing a problem or unit of work, of knowing where to turn in solving a problem, how to use the tools of geographic technique which will assist them in its solution, then how to present the results of the investigation clearly before the entire class. With it all a careful training in weighing values will have been given. Throughout the work the teacher will have been a guiding influence but not a prescriber and dictator. Individual responsibility can be developed only when the individual is given an opportunity to face difficulties, sufficient and not too great for him to conquer.

Additional charts and maps made by children especially interested in explorations and present-day investigations will be most helpful to the entire class in establishing essential phases of this work as well as in creating a wider interest in something which is happening today. By the end of the sixth grade, therefore, the children should have at their command certain definite geographic facts and principles as they apply to the world in general and also should have been helped to develop definite abilities of doing and thinking which will assist them in solving problems of everyday life.

Some of the booklets made in this grade will become a permanent part of the school library. For Expression Work see page 288.

Equipment. Additional reference books and equipment for teacher and children will be needed: specimens, magazines, carefully chosen advertising pamphlets, government and other publications (for pictures, verbal matter, statistics), charts and exhibits prepared by children in other classes (parallel as well as higher grades) will be useful. Printed wall maps of the world (also globe), North America, South America, also other continents if desired, preferably good physical maps, base or outline maps of wall and desk sizes filled in by teacher and children as supplement to printed maps, form a definite part of the equipment necessary to vitalize the work in geography. The following maps of this kind will be useful: Distribution of rainfall; wind and calm belts; products (separately or in combinations); transportation routes (land and water). Relative areas can be realized by comparison with an accepted standard such as the area of United States, or Pennsylvania, etc. Relative studies of populations, productions, etc., of United States and other countries are made clear by *graphs;* lantern slides can be borrowed from

the State library and the Philadelphia Commercial Museum. These are most useful in developing as well as clinching lessons in geography.

OUTCOMES

As a result of the work in the sixth year, the child will have had experiences, some of which will have produced merely impressions not well defined, others will have created sensings such as admirations for the courage of the Artic and Antartic explorers; others, realizations, such as the application of the big principles of life reactions to climate; others a desire to help members of this group, an interest in geography.

Knowledge. The following facts and conditions should have been acquired: contributions to our welfare made by British Empire, Japan, China, Latin America; relation of production areas (agriculture, manufacturing, forestry, etc.) to physical factors of Africa, Australia, South America, North America; the effect of location, winds, and ocean currents upon the climate; relation of coast line to commerce; comparisons of all the continents of the world, understanding of conditions in the Arctic and Antarctic regions. Sources other than the textbook which are useful in obtaining information.

Ability and Skills. Greater ability in the use of material as a source of information and as means of expressing ideas. This material includes specimens, pictures, maps, sketches, verbal matter, graphs, charts. Growing ability to investigate and organize the results in the solution of problems. Ability to seek material, at home, in the library, in industrial world, which will enrich the study of geography in the classroom. Ability to develop a unit of work, although simple in nature, with the class. Ability to weigh carefully data offered in the solution of problems and delaying decision until sufficient data have been presented to make the drawing of conclusions advisable.

Attitudes of mind. Interest in problems confronting British Empire and other parts of the world assigned to this year. Appreciation of the part education plays in the progress of a people. Some appreciation of the history of the peoples of certain South American countries, such as the Incas. Interest in the future development of the less known places of the world.

SIXTH YEAR BIBLIOGRAPHY FOR TEACHERS AND PUPILS

Aitchison & Uttley—Across seven seas to seven continents—Bobbs
Allen—South America (also other continents)—Ginn
Babson—A Central American journey—World Bk.
Babson—The future of South America—Little
Badlam—Views in Africa—Silver
Beebe—Edge of the Jungle—Holt
Bryce—South America: Observations and Impressions—Macmillan
Bowman—South America: A geography reader—Rand

Brooks—Stories of South America—Johnson
Brunhes—Human geography—Rand
Carpenter—Africa (also other continents) (Rev. Editions)—American
Carroll—Around the world (series)—Silver
Carson—Mexico, the Wonderland of the South—Macmillan
Chamberlain—South America (also other continents)—Macmillan
Dalton—Venezuela—Scribner
Darwin—Voyage of the Beagle—Appleton
Denis—Argentine Republic—Scribner
Denis—Brazil—Scribner
Doubleday—Year in a yawl—Doubleday
Eder—Colombia—Scribner
Elliott—Chile today and tomorrow—Macmillan
Enock—Ecuador—Scribner
Enock—Mexico—Scribner
Enock—Peru—Scribner
Enock—Republics of South and Central America—Scribner
Enock—The tropics—Scribner
Fairgrieve—Geography and world power—Dutton
Fairgrieve & Young—Homes far away—Appleton
Fairgrieve & Young—The world—Appleton
Filsinger—Commercial Traveler's Guide to Latin America—U. S. Dept. Com.
Filsinger—Exporting to Latin America—Appleton
Fisher—Resources and industries of United States—Ginn
Fountain—The great mountains and forests of Latin America—Longmans
Fox & Vaile—Australia and New Zealand—Macmillan
Fraser—Australia—Cassell
Gaye—Great world's farm—Macmillan
Grenfell—Adrift on an icepan—Houghton
Geike—Geography of the British Isles—Macmillan
Hardy—Paraguay—Scribner
Hawksworth—Strange adventures of a pebble—Scribner
Hayden—Canada: Britain's largest colony—Cassell
Hirst—Guide to South America—Macmillan
Hoke—Russia and the old East—Johnson
Holdich—India—Appleton
Holmes—Burton Holmes Travel Stories (Egypt, Japan)—Wheeler
Huntington—Asia—Rand
Johnson—Mathematical geography—American
Johnson—Ocean and inland water transportation—Appleton
Ingersoll—Book of the ocean—Century
Keller & Bishop—Commercial and industrial geography—Ginn
King—Farmers of forty centuries—Mrs. F. King
Kingsley—Four American explorers—Amer. Bk.
Kipling—Jungle books—Century
Koebel—Paraguay—Scribner
Levine—Colombia—Appleton
Lyde—A geography of Africa—Macmillan
Lyde—Man and his markets—Macmillan
Mackinder—Britain and the British Seas—Appleton
Marshall—Australasia's Story—Stokes
Martin—Mexico of the Twentieth Century—Dodd
McBride—Land systems of Mexico—Amer. Geog. Soc.
Miller & Singewald—Mineral resources of South America—McGraw
Morris—Industrial and commercial geography—Lippincott

Muirhead—Blue books (travel guides)—Macmillan
Murray—Ocean—Holt
Nansen—Farthest North—Doubleday
Peck—A South American tour—Doran
Peeps at many lands (series)—Macmillan
Parker—China—Dutton
Perkins—Twins Series (Japanese, etc.)—Houghton
Perry—With Azir Girges in Egypt—Atkinson
Plummer—Roy and Ray in Mexico—Holt
Redway—Guiana: British, French and Dutch—Scribner
Reynolds—How man conquered nature—Macmillan
Robinson—Commercial geography—Rand
Roosevelt—Through the Brazilian wilderness—Scribner
Ross—South of Panama—Century
Ross—Changing Chinese—Scribner
Rutter—Wheat growing in Canada, U. S. and Argentine—Black, London
Salisbury, Barrows, Tower—Elements of geography—Holt
Shackleton—South—Macmillan
Slocum—Around the world in the sloop Spray—Scribner
Smith—North America—Harcourt
Smith—Commerce and industry—Holt
Southworth—Our South American Neighbors—Iroquois
Stefansson—The friendly Arctic—Macmillan
Statesman's Yearbook (latest ed.)—Macmillan
Unstead & Taylor—Regional geography—Philip, London
U. S. Dept. of Commerce—Series of economic reviews of industrial countries
Verrill—South and Central Amer. Trade Conditions of today—Dodd
Vivian—Peru—Appleton
Walle—Bolivia—Scribner
Ward—Climate—Putnam
Warman—Story of the railroad—Appleton
Warshaw & Le Rossignol—The new Latin America—Crowell
Werthner—How man makes markets—Macmillan
Whitbeck & Finch—Economic geography—McGraw
Williston—Hindu tales—Rand
Williston—Japanese fairy tales—Rand
Winter—Argentine and her people of today—Page
Winter—Brazil and her people of today—Page
Winter—Chile and her people of today—Page
Wissler—The American Indian—McMurtrie

Magazines.

Asia—Asia Pub. Co.
Geographic News Bul. (free)—Nat. Geog. Soc.
Geographical Review—Amer. Geog. Soc.
Literary Digest—Funk
Mid Pacific Magazine—Ford, Honolulu, Hawaii
National Geographic Magazine—Nat. Geog. Soc.
Our World—Houston Pub. Co.
Pan American Bulletin—Pan Amer. Union
Pan American Magazine—Pan Amer. Mag. Inc.
South American—S. A. Pub. Co.
World's Work—Doubleday

TRANSITION FROM FIRST SIX ELEMENTARY YEARS TO THE SEVENTH AND EIGHTH YEARS

The aims in years three to six have been twofold: (1) the acquiring of certain geographical ideas, vocabulary, and principles; (2) the development of certain abilities, skills and attitudes of mind. In the third year the pupils became more definitely conscious of their local environment in terms of food, clothing, shelter, transportation and communication than had been the case in the first two years of their school career. By means of imaginary visits to people in other environments they came to realize that not all the world lives in the same way. The child in the dry desert does not have the same kind of food nor wear the same kind of clothing as the child in Pennsylvania or in the cold desert regions, or in the wet tropics. At the same time the pupils began to sense a relationship between these necessities of life and the climatic or other physical conditions influencing them. Ability was also developed in acquiring ideas from specimens and pictures and in expressing these ideas by means of material other than words. In addition to this, the pupils had evolved their first concept of a simple map, resulting from an actual experience, namely an excursion made to some near-by place with a definite objective in mind.

In the fourth year, additional knowledge was acquired concerning work activities throughout continental United States and Canada and also the outlying possessions of the United States. Again, some notions of how people live elsewhere in the world were acquired by means of journeys to other parts of the world. Skill in the use of the textbook, implying thereby the use of index and table of contents, pictures, verbal matter, maps and in some cases statistics, was developed in the fourth year. Certain other abilities were also acquired, such as analyzing a unit of work, setting out to accomplish its goal and carrying this aim to a successful conclusion. A broader concept of the interdependence of peoples was also developed as a result of this work.

In the fifth year the children studied the life of people and the geographic influences in Europe, together with those places in Asia and Africa where the European countries have control. Throughout the work the relationships between life responses and geographical or physical factors of a given environment were constantly traced. In this way the children sensed, and in many cases even realized, the influence of surface and climate on life activities. Moreover, the pupils cumulatively acquired general concepts of geographical terms which will function in their later as well as in their present life. They developed concepts of rivers, mountains, oceans, plains, latitude, etc. The beginnings of this work were

laid in the third and fourth years, but were strengthened and broadened in the fifth year. The new tool which was introduced in the fifth year was the graph, but the use of specimens, pictures, maps, and verbal matter will have been continued and extended in the fifth year.

In the sixth year the British Empire, Asia, and Latin America were the center of attention. In the study of the British Empire, life in many parts of the world was analyzed. Each continent was studied as a whole and compared with the others. Latin America was also analyzed: first South America, then the Federation of Central America, and finally Mexico. By the end of the sixth year the pupils developed sufficiently to formulate some general principles of geography such as: Lowlands are more frequently the places of greatest development, etc. Throughout all of the work, however, all aspects of the life of these people will be considered, although in the sixth year more attention will be given to the economic aspect of their life than has been the case in the earlier grades. Greater skill in the use of tools and in the facility of presenting ideas worth while to the class will have been developed. The pupils should know where to turn for certain kinds of information, but the type of problem dare not be too complex for their stage of development. Hence aspects of the life of the peoples of the world which cannot be analyzed in these lower grades must be taken up in the seventh and eighth years. In the lower grades the work must of necessity be very concrete in its nature. For many pupils in the seventh and eighth years the work may become abstract. However, for some pupils it must still remain quite concrete.

HOW GEOGRAPHY FUNCTIONS IN THE SEVENTH AND EIGHTH YEARS

By the end of the sixth year, certain bases will have been made in the work in geography. The pupils will have acquired some essential geographical ideas, vocabulary, and underlying principles associated with life in the various parts of the world. Moreover, the pupils will have acquired certain abilities, skills, and attitudes of mind; these include an ability to use all kinds of material in an effective manner. These tools, such as specimens, pictures, textbooks, other books, maps, charts, magazine and newspaper articles, will have been used in varying degrees of frequency by groups of children and also by individual children as a means of acquiring ideas and of expressing ideas. A realization of the interdependence of people will also have been established to a certain extent by the pupils through their work in geography, but such problems as future American citizens must help solve could not be analyzed by pupils

of the elementary grade; their complexity is too great for the child at that age; therefore, additional work in analyzing situations dealing with the life of people throughout the world must be provided for the children of the seventh and eighth years.

The teaching of geography in these years must fit the pupil's needs in the adolescent stage. This applies to the organization of subject matter as well as to the content itself to be analyzed and also to the method of procedure to be followed during the geography lessons, Greater responsibility on the part of the children must be developed in these years. In some cases it will be possible for the individual pupil to be held responsible for a given unit. In the fifth and sixth years some pupils may have developed sufficiently to carry through a given unit of work in geography as individuals. But during these years more pupils will have developed to this stage of proficiency; moreover, children at this age are in the exploratory period of their lives, hence abundant opportunity should be offered for investigation. Here there dare not be omitted explorations and discoveries concerning life round about them and also throughout the world.

The gang spirit is evident in children at this age. Here the formation of "travel clubs" satisfies this get-together spirit. Sometimes these meetings are conducted as trips of exploration or investigation into the open country, or to places of economic, cultural or historic interest. Sometimes they are held indoors, and by means of pictures imaginary trips are taken to places, less known or well known, all over the world. No individual home study is required by the members. The purpose of the club is healthful recreation dealing with lines of investigation interesting to the members. The following may be suggestive titles: Seeing things in Patagonia; From the Gulf to Chicago; Mt. McKinley National Park now being made accessible; Confuscius' Mount a lure to tourists; Best motor route to Delaware Water Gap; On the suburban trains of Paris; Road to Niagara by Lackawanna Trail.

In this connection mention should also be made of opportunities for life work which geography offers.* The National Government has come to realize the need of trained geographers; hence there will be a continual increase in the number of persons employed with proper training and experience. Map publishing companies are employing trained geographers; great corporations, commission houses and banks will need trained geographers on their staffs more and more as the United States expands her foreign trade. Skilled geographers are needed to accompany exploring expeditions. This applies not merely to the Arctic and high mountain regions of the world, but also to the tropical and dry desert regions where expeditions are constantly being made to discover new forms of plant and animal life. Hence the pupils in the seventh and eighth years should

*H. P. Little, Geography as a Profession, *Science*, April 7, 1922.

have opportunities offered whereby they may get some notion of possibilities in the field of geography as their future life work. At the same time, geography has other functions. It is of value in settling disputes between new states or countries; in understanding the possibilities of commerce open to this nation's newly created merchant marine; and in interpreting (for the advantages of all who are concerned) the prides, prejudices and virtues of those with whom foreign trade does or may bring close contact.

Geography brings the children into intimate contact with various phases of human interest and endeavor. Crops, commerce, weather, landscapes—in fact, all kinds of natural resources both developed and potential—are brought into their consciousness. Thus the pupils should be led to see that geography aids in making every boy or girl "a citizen of the world" with power to promote international understanding and good will.

REQUISITES FOR REALIZING THE CONTRIBUTION OF GEOGRAPHY

Trained Teachers. No subject of the curriculum has a wider field of interest and hence requires a broader knowledge than does geography, yet too frequently the teacher who is presenting geography has had very little specific training in geography. This training is of twofold nature. One is so-called academic training; the other, first-hand experience with life contacts, such as can be had only through travel. Proper training for teaching geography therefore involves a long period of constant accumulation of ideas and actual experiences. With it all the teacher must have a knowledge of the principles as well as of the facts of geography.

Geography in the lower and upper grades may be defined as a science dealing with the direct interrelations between life responses and physical factors of environment throughout the world. This includes a knowledge of how people and products are distributed on the earth's surface. Its scope involves a knowledge of the underlying principles of other sciences such as biology, chemistry, physics, sociology, history, economics, as well as geology and meteorology. But having acquired these principles at one time is not sufficient. Life is changing daily, therefore conditions are constantly being modified, thus it is absolutely essential that an efficient teacher of geography keep abreast of the times. Not only must her data or mass of information be kept up to date, but she must keep continually in touch with new principles and laws in the field of geography and those of associated sciences which are being constantly formulated. Of the value of travel little need be said. The necessity for actual ex-

periences is so apparent, arguments are unnecessary. However, the value to the teacher of actual experiences dealing with the work activities of the local community in which she teaches should be stressed. Not only will such experience make the community in which she works all the more real to her as an individual, but it will also assist her in understanding the reactions of her pupils in the classroom and in the appreciation of the life conditions under which they live.

Progressive Educators. A broad knowledge of the subject which one is to teach is, of course, very essential. On the other hand, there are other requisites. The child is the nucleus of the whole situation; hence teachers of geography must be familiar with the present-day policies of education. It is only when a teacher has mastered the fundamentals of child study that she can wisely choose those elements of the subject and also determine those methods of procedure which are advisable to use in the development of an individual pupil or of the members of an entire class. When she has become a student of the child rather than merely a student of geography, she will naturally find herself an original investigator in the teaching of geography. She herself will, in this way, contribute definitely to the great field of teaching geography, as well as be growing as a teacher. Thus she will be conducting investigations in the technique of presenting geography.

At the same time there is another kind of investigation which the teacher of geography is constantly carrying on. It is absolutely essential that material of all kinds be constantly used both by the pupils and the teacher—specimens, pictures, books, maps, charts, graphs, newspaper and magazine articles. This means that the progressive teacher of geography, who after all is the only one who can do justice to the child, needs to be constantly on the lookout for new sources of such material. Here, again, the need for keeping up to date must be mentioned. Some materials in the practical field of economic geography which were used ten years ago have been discarded and have been replaced by new materials. For example, in the coal tar industry, new by-products are being constantly evolved; therefore all such additions must be continually made to the collection which the teacher and pupils are accumulating. Educational magazines frequently list new sources for geographical material.

SEVENTH YEAR

SPECIFIC AIMS

Geographical ideas, vocabulary, principles

A new and bigger view of the community (county if desired) and Pennsylvania and the United States, and such geographic knowledge

and viewpoint as will assist the pupils in understanding and helping to solve the problems facing the local community, Pennsylvania and the United States.

Abilities and attitudes of mind

To increase the ability in interpreting the geographic factors that influence their lives by applying the geographic facts and principles acquired in previous years.

To extend the achievements of previous years in oral expression, written work, and in gathering and organizing geographical material and information pertinent to a given problem or topic.

To use more detailed maps and also accurate statistics, as given in the United States Census Reports, as sources of information.

General Education References

Bonser, F. G.—The elementary school curriculum—Macmillan
Dewey—How we think—Heath
McMurry—How to study—Houghton
Parker—General methods of teaching in elementary schools—Ginn
Strayer & Norsworthy—How to teach—Macmillan
Wilson & Wilson—Motivation of school work—Houghton

Teaching of Geography References

Branom & Branom—Teaching of geography—Ginn
Dodge & Kirchwey—The teaching of geography in elementary schools—Rand
National Council of Geography Teachers—Journal of Geography (monthly)—Nystrom
Smith—Teaching geography by problems—Doubleday
Sutherland—Teaching of geography—Scott, Foresman

General Geography References

Bowman—The new world—World
Brunhes—Human Geography—Rand
Finch & Baker—Geography of world's agriculture—U. S. Dept. of Agriculture
Huntington & Cushing—Principles of human geography—Wiley
Lackey—Studies in the principles of geography—Rand
Salisbury, Barrows, Tower—Elements of geography—Holt
Smith—Industrial and commercial geography—Holt
Atlas of American agriculture—U. S. Department of Agriculture
Atlas of Commercial geology—U. S. Geological Survey (Part I. Minerals; Part II. Water power)
Resources of Pennsylvania—Smithsonian Institution, Washington
Statesman's Year Book (latest ed.)—Macmillan
World Almanac—Press
Yearbook—U. S. Dept. of Agriculture

CONTENT

Life in various parts of the world has been studied in the elementary grades. The essential factors concerning the various continents and some of the big geographic principles influencing life have been

analyzed. American boys and girls, junior citizens today, voting citizens of tomorrow, must have broader information concerning their own locality (in which the majority of them will probably continue to live), concerning Pennsylvania and also the United States. In the lower grades the general life of the people was stressed, and in these upper grades the economic aspects of people in these places can for the first time be analyzed.

Local District.

Only a very simple survey of the local community in terms of general life activities was taken in the third year. A more thorough study is necessary. The pupils have in the meantime seen how geographic factors influence the work men do in other countries. Now the following questions may be applied to the local community—Which of these factors influence the activities in the local community? How do they influence these activities? This study will introduce in their proper relationships the local geographic or physical factors of climate, surface, soil, mineral and other resources, and position relative to developed regions. (The same treatment can then be applied in the study of life in Pennsylvania and in the United States.) The pupils will acquire definite knowledge of the kind, number, and location of means of livelihood in the local community and determine reasons for the location there. They will know what materials are required to carry on these activities and what finished products are turned out. At the same time they will have discovered the means of transportation and communication within the local district. In this connection, the pupils also consider the sources of food for the community.

The keynote throughout the work should be Conservation. The value of the proper development of our resources and the necessity of carrying out such a policy should be kept in the foreground of every discussion.

Suggested problem: What does our community contribute to the world's welfare? What countries contribute to the welfare of our community? How does climate influence life here?

If in the analysis of life in the local community, Pennsylvania or the United States, a given work activity is studied in detail the following outline may act as the teacher's guide. The study will in all probability be made through a problem. This outline will at the end serve as a guide in clinching the essential aspects of the study.

Teacher's Guide in measuring the achievements in the study of a given work activity.

Teacher will select only those items essential for the unit being studied.

A. Importance of given occupation or work activity based on
   1. Amount of production as compared with
      a. World (or United States) production
      b. Production in another country or group of countries
   2. Variety of products or special products (e. g., vici kid manufactured in Philadelphia)
   3. Quality of production

B. Reasons for the presence of the industry in that region
   1. Raw materials
   2. Motive power (coal, water, gas)
   3. Transportation facilities and influence of cost of shipping
   4. Conditions of climate, topography, soil
   5. Labor
   6. Markets
   7. Other reasons (special invention, early start, capital, expansion possibilities)

C. Influence of this work activity on the general life of the district which is being studied

D. Other districts engaged in similar or associated lines of production
   1. Greatest producers of the given article
   2. Producers of a special quality of the article

E. Policy of conservation associated with this industry

F. Probable future of this work activity in
   1. Local community (or region under consideration)
   2. Other districts introduced under D

Teacher's Guide in Measuring Achievements in the Study of the Local District. From the following outline *only* those activities and other features found in *your district* will be chosen.

A. Work Activities. In each case should be stated definitely how the natural physical environment of the community has influenced these activities and how man has modified the physical factors. Policies and practices of conservation should also be considered.

1. Kinds and location of life activities in the community
   a. Industrial and commercial activities (products and principal stages of the work)
      (1) Basic or extracting: Mining and quarrying—fuel, building stones, etc.; forest industries—lumber, tan bark; agri-

culture—food and other commodities; fishing—shad, trout, etc.

(2) Transforming or manufacturing: Textile, leather, brick, furniture, iron and steel goods, glass, etc.

Distinguish between raw and transformed or manufactured materials that are obtained within the district and those received from outside.

(3) Distributing

Transportation: land — railroads, trolleys, automobiles; water—rivers, canals; air

Communication: telephone, telegraph, radio

Buying, selling, and exchange: stores—food, clothing, drugs, etc.; offices—real estate, etc.; banks, etc.

(4) Recreational: kinds, value to community

2. Comparative study of these activities
   a. Amount of production
   b. Number of employees
   c. Comparison between numbers employed in each kind of industry (graph)
3. Contributions which each of these activities makes to the welfare of the community, state, or nation
4. Summary of the study of each life activity in the community (include policies and practices of conservation)
   a. Location of the industry, with reasons.
   b. Division of labor involved in the industry
   c. Relative importance of the industry in the community
   d. Contribution which it makes to the welfare of the community
5. Analysis of the extent, with reasons, to which the local community (1) produces the articles it needs, (2) sends away products to other communities (definite information concerning these places), (3) receives things from people in other places.

B. Population
   1. Number
   2. Contribution made to the welfare of the local community by various foreign-born and native-born groups
   3. Distribution—closely settled districts; sections of scattered residences; sections for future development of residences and industries (reasons for each)

C. Other special features in the community, such as places of historical, geological, and social interest.

D. Essential geographic factors of the community. As a review the children should trace the effects of these geographic or physical factors on the life of the community.

1. Climate, including the controlling factors of latitude, prevailing wind direction, nearness to large bodies of water (weather records kept by pupils).
   a. Rainfall
      Yearly amount
      Distribution throughout the year—influence of this distribution
   b. Temperature
      Yearly range; length of growing season
      Daily and seasonal changes
   c. Influence of each (or combination of) life activity in the community

2. Surface—introducing some discussion of the physiographic forces which have acted to produce the particular physiography in the district (trips taken by the class).
   a. Elevation—Places of highest and lowest elevations in the district (possible reasons)
   b. General contour—Variety or similarity of the shape of the land features (plains, plateaus, mountains)

3. Soil—(Where this geographic factor plays an important part in the community)
   a. Kind
      Physical structure (sandy, rocky, etc.)
      Chemical composition (simple)
   b. Depth
   c. Influence on certain crops

4. Natural drainage
   a. Resulting waterpower; navigation

5. Mineral and other resources where they are prominent factors in the community (collections made and organized by pupils)
   a. Kind and location of each
   b. Extent of their influence in the life of the community

E. Location of the important economic activities and social agencies of the community—such as a mill, dairy farm, school building, court house, etc.

1. In relation to the surrounding country (resources)
2. On adjacent body of water
3. In county
4. With reference to adjacent counties
5. With reference to some of the nearby cities and towns and means of transportation (distance measured in terms of miles

or hours necessary to travel there in wagon, train, automobile, of aeroplane)

6. With reference to fuels, markets, great cities, etc.

(Outline maps are recommended in connection with E)

F. Reasons for location of these life activities and of their growth in this community. Choose if possible in the order of their significance.

1. Presence of raw materials within the district or nearby
2. Conditions of climate, topography, and soil
3. Availability of power—water, coal, electric
4. Proximity to markets or situation on general lines of communication
5. Abundant supply of labor with low cost of living
6. Development of varied industries
7. Active Chamber of Commerce, Board of Trade, etc.
8. Extensive transportation facilities
9. A community of homes, schools, churches, or of recreational opportunities
10. Healthful climate and living conditions, water supply, etc.

G. Possibilities, with reasons, of future development

H. Throughout the lessons those concepts of physical geography which are found in the economic, social, and cultural life of the community will be reviewed as class needs may require, such as valley, river, harbor, etc.

Frequently because their parents are engaged in some of the local industries or other work activities, the pupils are deeply interested in those activities. Hence one or more of such activities may be studied in detail. In this connection the "Teacher's Guide in Measuring Achievements in the Study of a Given Work Activity," page 374, may be useful.

Pennsylvania

"Pennsylvania as a Playground and Health Resort" might be taken as an introductory study. In this way the children would become familiar with some of the sections of the state.

A trip across the State on the Pennsylvania Railroad (over famous Horse Shoe Curve near Altoona) or over the William Penn or Lincoln Highway, or to a specific scenic center such as Mauch Chunk, Delaware Water Gap, Eaglesmere, Bedford Springs, Cambridge Springs, Northeast (Erie Co.), etc.

Suggestive treatment—What are the attractions here from the standpoint of beauty, of health, of sport (hunting, fishing, camping)?

What are the reasons for these attractions (surface, climate, vegetation)? This naturally introduces the use of geological survey and weather maps.

This unit of study would naturally lead to the analysis of the various industries seen on the routes or in the places visited. Hence the study of other life activities is introduced.

The individual industries of Pennsylvania might be taken merely as activities in Pennsylvania or immediately carried out into the United States whereby a comparative study would be made, for example, coal in Pennsylvania and in the United States.

Additional suggestive problems:

1. What has made Pennsylvania one of the most important manufacturing states in the United States?
2. Why is agriculture an important industry in Pennsylvania?
3. Why are the people of Pennsylvania engaged in so many different occupations?
4. What would be the effect of the complete deforestation of the northwestern part of Pennsylvania?
5. What would be the effect upon the United States if Pennsylvania's resources were no longer available?

Teacher's Guide in Measuring Achievements in the Study of Pennsylvania

A. Work activities and how the physical factors of Pennsylvania have influenced them and also how man has modified these factors

1. Variety and location of industrial and economic activities

(1) Basic or extracting industries
- (a) Mining: coal, petroleum and gas, clay
  Quarrying: cement rock, slate, limestone, sandstone
- (b) Forest industries: original forests; present situation
- (c) Agriculture: general farming—wheat, oats, etc; dairying—milk, butter; fruit growing—apples, berries, etc.
- (d) Fishing: shad, trout, etc.

(2) Transforming or manufacturing industries
- (a) Iron and steel goods
- (b) Textiles
- (c) Glass
- (d) Refining of oil and sugar

(3) Distributing activities
- (a) Railroads—Kinds (Pub. Serv. Com. maps)
  Steam, electric
  Names and extent
  Amount and character of business

(b) Waterways—Navigable rivers
Canals in use (also abandoned ones)

(4) Recreational activities—kinds

(Distinguish carefully between raw products and transformed or manufactured articles that are obtained within Pennsylvania and those brought in from outside.)

2. Comparative study of these activities on basis of
   a. Amount of production—money value or other unit of measure
   b. Quality or type of product
   c. Number of employees
3. Contribution which each of these makes to the welfare of the state and the nation

B. Population

1. Distribution
2. Number (also total—8,720,017, Census 1920)
3. Origin—native-born (contribution made by each foreign-born and native-born group to the welfare of Pennsylvania and United States)

C. Cities—(Analysis of each city will include its location in relation to surrounding resources, its receiving and distributing facilities, and its situation in Pennsylvania and also distances from other centers of population either in the State or elsewhere in the United States and from distant sources of raw and manufactured material used in the given city)

Philadelphia, Pittsburgh, Harrisburg, Scranton, Wilkes-Barre, Reading, Erie.

Other cities or sections with which only one or two particular ideas are to be associated. The teacher and pupils will choose those cities which they consider of sufficient significance to them. Necessary additions may also be made.

Industrial and Commercial: Altoona, Bethlehem, Chester, DuBois, McKeesport, New Castle, Lancaster

Educational: State College, Mont Alto, and also places mentioned in other connections

Historical: Gettysburg, Valley Forge, Williamsport, York.

Mining: Oil City, Scranton, Connellsville, Wilkes-Barre, etc.

Recreational districts: Bedford Springs, Eaglesmere, Poconos, etc.

D. Essential factors in the physical environment of Pennsylvania

In this connection, have children relate life activities to these geographic features as a review.

1. Climate, including the controlling factors of latitude (nearly 40 degrees to 42 degrees), prevailing westerlies and path of cyclonic storms, nearness to Great Lakes and Atlantic Ocean
   a. Rainfall—Yearly amount, distribution throughout the year
   b. Temperatures—Yearly range, changes daily and seasonal
   c. Influence of a and b on life activities in Pennsylvania
2. Surface, including the influencing factors of diastrophism, gradation, and deposition
   a. Appalachian Mountains and valleys—elevations, position, extent and trend; resulting influences on life in Pennsylvania
   b. Plateaus—Piedmont, Appalachian—position and extent, elevation and slope; resulting influences on life in Pennsylvania
   c. Plains—Atlantic Coastal, Great Lakes—position and extent, elevation and slope, resulting influences on life in Pennsylvania
3. Soil
   a. Variety—Physical structure, chemical composition
   b. Influence on crops and run-off
4. Drainage systems—Delaware, Susquehanna, Ohio
   Resulting influences on life in Pennsylvania
5. Mineral deposits
   a. Kinds, together with location of each
   b. Work necessary to extract each variety, and to distribute each variety (includes knowledge of avenues of distribution)
   c. Rank of Pennsylvania among states in amount of production
   d. Resulting influences on life in Pennsylvania

E. Location of the important economic districts of Pennsylvania
in relation to the surrounding territory—land and water
in relation to the United States as a whole
in relation to the other districts of a similar or associated nature

F. Reasons for the development of Pennsylvania as an agricultural, mining, manufacturing, commercial, educational, forest and recreational community
Policy and work accomplished in the conservation of Pennsylvania forests, fish, game, waterpower, etc., with reasons

G. Probable and possible future developments in Pennsylvania along industrial, commercial, economic, social cultural, recreational lines (State reasons in each case.)

H. Throughout these lessons, concepts of those physiographic forms which occur in Pennsylvania will be reviewed as class needs require, such as valleys, mountains, harbors, rivers, gaps, etc.

Some useful references in studying the geography of Pennsylvania. In some cases duplicate copies of booklets or folders from railroad or other business firms, can be obtained. Of course, only such a number as is really necessary and useful will be requested by the teacher or pupils. The following departments at Harrisburg issue material free to teachers which will be very valuable.

Board of Game Commissioners

Several bulletins on game, wild bird protection and the crow.

Department of Agriculture

Crop and Livestock Report (annual) by counties; special bulletin on the apple industry, Japanese beetle, preservation of wild flowers, plant and animal insects, and diseases, soils, marketing problems; reports on fertilizer, feeding stuffs, lime, seeds and feeds. A list of available publications can be obtained on request.

Board of Fish Commissioners

Summary of laws and information governing fishing in inland waters, Bul. 1 "What an Acre of Water Will do", or Fish Raising by the Farmer, Bul. 10. Letters on different species of fish

Department of Forests and Waters, Harrisburg

Talks on Forestry. Bulletin 32
Guide to Forestry, Book 1, Bulletin 26
The Forest Situation in Pennsylvania, Bulletin 30
Pennsylvania Trees, Bulletin 11
How to Know the Common Trees and Shrubs of Pennsylvania, Bulletin 33
Forest Fires: How to Fight Them, Bulletin 27
Lessons in Forest Protection, Bulletin 35

Bureau of Topographic and Geological Survey

Many bulletins on coal, iron ores, gas, clay and other deposits or ore bodies dealing with specific areas are available. A list of publications will be sent upon request

Department of Internal Affairs

Bureau of Statistics and Information

Report on Productive Industries 1921 (this also includes much valuable data on railways, waterways, etc.)
Fourth Industrial Directory—a dissection of industries in every county in Penna. including a list of every concern engaged in any form of productive industry

Department of Labor and Industry

Monthly Bulletin of Department of Labor and Industry

Each month valuable articles and references will appear in the Pennsylvania School Journal, the official monthly publication of the Pennsylvania State Education Department.

Time tables, folders and other advertising material offered *free* by railroads will be useful, and may be secured from Pennsylvania Railroad, Broad Street Station, Philadelphia; Philadelphia & Reading Railroad, Reading Terminal, Philadelphia.

Various newspaper and magazine articles offer useful reading matter and pictures. The National Geographic Magazine, May, 1919, contains an article entitled "The Industrial Titan of America" by J. O. LaGorce. This article has many splendid pictures, as well as an abundance of reading material.

Maps. The following may be obtained *free* by teachers:

Department of Forests and Waters, Harrisburg

Map of Pennsylvania State Forests, Game Preserves and Refuges (write Dept. of Public Instruction) Individual maps of the following Pennsylvania State Forests:

Delaware, Karoondinha, Logan, Michaux, Penn Tuscarora, Sproul, Tioga, Susquehannock, Sinnemahoning, Tiadaghton (eastern section), Tiadaghton (western section)

Department of Highways, Harrisburg

State Highways

Public Service Commission, Harrisburg

State Steam Railroads
State Electric Railroads

United States Geological Survey, Washington, D. C.

Index Map of Pennsylvania (free)

On this map are indicated all places for which topographic surveys in Pennsylvania have been made. Hence teachers can see whether or not maps are available for their local districts. These maps are not free, but may be purchased at a very low cost. Every school should have the local map and every child in the grade should understand this map.

Soil Surveys. Bureau of Soils, U. S. Department of Agriculture, Washington, D. C. Maps for every section of the State are available, although some of them are in preliminary form.

The folowing maps of the United States are not free but may be *purchased* at a relatively low price:

U. S. Geological Survey, Washington, D. C.

Coal
Electric Power Lines and Transmission Centers
Oil and Gas Fields and Oil Pipe Lines

U. S. Post Office Department, Washington, D. C.

Postal route map (state edition)
Postal rural route map (county, much detail)

Penna. State Dept. of Highways, Harrisburg, Pa.

County maps giving much detail (send for list)

United States

By following the life activities found in the local community and Pennsylvania to places where similar activities are going on in the United States, the children have in this associative manner become familiar with life in various sections of the United States and thereby laid a foundation for the study of the whole country. Morever, habits of analyzing life in a given locality will have been acquired during the previous lessons.

The United States work may be approached from the standpoint of political divisions and reviewed from the natural regions, or vice versa. It is probably advisable that the teacher choose as the approach that treatment which is most new to the pupils.

A. Political sections (U. S. Census basis):

1. Northeastern States (Combine New England and Middle Atlantic divisions of U. S. Census Reports)
   a. New England—Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut
   b. Middle Atlantic—New York, Pennsylvania, New Jersey.

2. Southern States (Combine S. Atlantic, E. S. Central, W. S. Central divisions of U. S. Census Reports)—Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky, Arkansas, Oklahoma, Texas, Louisiana.

3. North Central States (Combine E. N. Central and W. N. Central divisions of U. S. Census Reports)—Ohio, Indiana, Illinois, Missouri, Kansas, Nebraska, South Dakota, North Dakota, Minnesota, Iowa, Wisconsin, Michigan.

4. Western States (Combine Mountain and Pacific divisions of U. S. Census Reports)—Montana, Wyoming, Colorado, New

Mexico, Arizona, California, Oregon, Washington, Idaho, Utah, Nevada.

B. Natural or geographic regions: Since there has as yet been no one organization adopted by all geographers, large units, frequently a combination of physical and economic regions, should be taken up as individual studies. In any case the pupil must be led to see that each of the following divisions is a complex of human activities.

1. North Atlantic Coastal Plain—Long Island to mouth of Chesapeake Bay, coast to Piedmont
2. South Atlantic Coastal Plain—mouth of Chesapeake to Gulf of Mexico, coast to Piedmont and boundary of Georgia and Alabama
3. Appalachian Highland—Maine to north Alabama. (Piedmont Ridges, Allegheny Plateau)
4. North Central Plains—northern section of territory between western base of Appalachian Mountains and eastern base of Rocky Mountain region to southern boundaries of Colorado, Kansas, and Missouri
5. South Central Plains—territory between base of Appalachian Mountains and eastern base of Rocky Mountains, south of Colorado, Kansas and Missouri
6. Rocky Mountain Regions—mountains and basins
7. North Pacific Slope—crest of Cascade Mountains to the Pacific Ocean
8. South Pacific Slope—crest of the Sierras to the Pacific Ocean

The following political sectional organization is found in several textbooks: New England, Middle Atlantic, South Atlantic, North Central, South Central, Plateaus, and Pacific States. The work might be taken according to this organization although this treatment is not preferred. In that case, the study of the United States may be reviewed according to the previous organization, based on natural regions or U. S. Census divisions given on previous page.

Suggestive treatment of the study of the United States

A. Approach

Suggestions in reference to motivating the study based on a treatment either of natural regions, or political regions or sections

1. Trace back the story of an article of food, clothing, shelter, etc. found in your own environment.

2. Take a journey for pleasure or health.

3. Have a current news item presented by a member of the class or by the teacher. Something happening in the given district (region or political section)

4. Some visitor to your local district from the given section or region

B. Treatment of the section or region (referred to below as a district)

(For suggestion as to how to analyze the industries and occupations see preceding section. But in no way shall this be understood to imply that the class shall always use the particular order of procedure there suggested. Variety in treatment is essential. The resulting monotony of always following the one sequence in a series of lessons would produce dislike rather than enthusiasm for the study of geography and also result in the children's acquiring little information and wrong feelings toward the life conditions that are being studied because of the unhappiness and discontent and disgust which the children would experience throughout these lessons. For example, at times the physical factors in the environment might precede the study of the life responses; again, the study of the amount of production might be taken as the approach in the analysis of a work activity, rather than the stages of the work. But in any case the ultimate achievements will be the same.

The term "local district" may include the home community, or the county if that is advisable. In every case, the children must definitely understand just what the unit of comparison is to constitute.

Wherever available more detailed maps and specific statistics than usually appear in the textbooks should be used.)

1. Analysis of those work activities in the given district in the United States which are also carried on to some extent in the local district, together with the reason why these activities are being conducted there. The geographic factors of climate, surface, soil, mineral deposits, and other resources, and its position relative to developed regions which play a part in locating these activities in that district, will be stressed.

   a. Discover in what respects the activities in the given district are

(1) similar to those activities in your local district
(2) different from your local activities
(In both (1) and (2) state how the respective geographic environments have influenced these similarities or differences)

b. List the products of each of these activities carried on in the given district

2. Analysis of work activities in the given district which are making a definite contribution to society either in the surrounding country, the United States or the world, but which are *not to be found* at all in your local district
3. Consideration of the contribution made to the world's needs or comforts by each of the prominent activities in the given district.

Suggestive problems as initial studies or as reviews—

Boston is nearer Liverpool than New York. Why is it second in importance as a shipping center?

The North Atlantic ports of the United States are more important than the South Atlantic ports. Why?

The Central Plains are the great food-producing areas of the United States. Why have great industrial cities developed there?

What has caused the recent industrial development of the Southern States?

Will the Pacific coast of the United States ever become as important commercially as the Atlantic coast?

Journeys

Using maps issued by railroads, National Highways Commission, magazines, etc., the pupils might plan and take imaginary trips to some of the following places: Maine Woods, Berkshire Hills, Hudson, Adirondacks, Jersey Coast, Florida, Niagara Falls, Great Lakes, Mammoth Cave, Colorado section of the Rocky Mountains, Glacier National Park, Yellowstone Park, Grand Canyon, California. The characteristics of each explained in terms of physical factors will make an interesting study. Pictures are, of course, essential, and the maps will be used in locating each place.

Teacher's Guide in Measuring Achievements in the Study of the United States

A. Prominent life activities in each of the sections or regions of the United States interpreted in terms of physical factors of the environments (climate, surface, soil, mineral and other resources, and position relative to developed regions.

1. Political sections

   The organization outlined on page 384 follows in general the organization set up in the United States Census reports, hence it is the preferred grouping. However, if another organization is followed, adjustments will need to be made so as to utilize the accurate information in the United States Census, which is essential in the seventh year work.

2. Natural regions

   Atlantic Lowland, Appalachian Highland, Central Lowland and Ozark Plateau, Rocky Mountain Regions, Pacific Slope.

B. Brief survey of each region

How the physical factors of environment have influenced each region

1. Variety and location of each industrial and economic activity: extracting industries (mining, quarrying, agriculture, fishing, forest industries); transforming industries (manufacturing, refining oil and sugar); distributing activities (by rail, water, highway, air); recreational activities (summer, winter, all year)
2. Distribution of population
3. Location of cities

Wherever possible the pupils should determine whether the products of a given work activity are used only in the local region or whether they contribute to the welfare of another part of the United States or of the world. In the latter case, whenever the specific country can be mentioned, such information is to be encouraged. In the end a game may be devised by the pupils to show how the various regions of the United States are dependent on each other.

C. Essential physical factors of the United States

In this connection, the pupils might show in review the influence of these physical factors on the life activities throughout the United States as a whole (instead of by sections)

1. Climate (The controlling factors of latitude, altitude and nearness to large bodies of water should be introduced in each case)
   a. Rainfall: yearly distribution
   b. Temperature: districts having (1) great seasonal changes, slight seasonal changes; (2) great changes from day to night, slight changes from day to night, influence on length of growing seasons

c. Influence of a and b on the life activities in the various parts of the United States

2. Surface
   a. Prominent mountain systems: Appalachian, Rockies, Pacific. Comparative extent and trend. Influence on life in the United States
   b. Plateaus: Piedmont, Intermountain (Columbia, Colorado, Great Basin)
      Relative position in the United States. Influence on life in the United States
   c. Plains: Atlantic and Gulf, Coastal, Mississippi
      Relative position in the United States. Influence on life in the United States

3. General drainage systems: Atlantic Coast, Mississippi, Pacific
   Relative position in the United States
   Influence on life in the United States

4. Mineral deposits
   Location of each variety: Coal; iron, copper, gold, silver ores; petroleum and natural gas
   Value of each variety to people in the United States; people elsewhere in the world.

5. Resulting economic areas throughout the United States (These should be carried into Canada and Mexico where such extension is advisable).
   a. Basic industries—mining, quarrying, fishing, agriculture (wheat, corn, cattle, tobacco, sugar, rice, fruits, vegetables, cotton, wool, hogs, poultry), forest industries
   b. Transforming industries—manufacturing (iron and steel goods, textiles, flour); refining (sugar, oil).
   c. Distributing avenues (together with some products distributed)—Railroads (Pennsylvania, Northern Pacific, etc.)
      Waterways—Hudson, Delaware, Ohio, Mississippi, Columbia rivers; Great Lakes.
      Highways—Lincoln, William Penn.
      Air routes.
   d. Recreational districts
      Seashore (Atlantic, Pacific)
      Mountains
      Lakes

6. Commerce of the United States
   - Domestic trade between various parts of our country
     - Products
     - Avenues of transportation
     - Probable future developments with reasons for these opinions
   - Foreign trade—comparison between imports and exports
     - Imports—kind and amount; sources—countries, types of environment (tropics, cold regions, climatic regions similar to that of United States; receiving ports)
     - Exports—kind and amount, receiving sections of the world, shipping ports.
     - Avenues of transportation: Atlantic—sending or receiving ports; routes followed; Pacific—sending or receiving ports; routes followed
   - Future possible developments with European, Latin American, Asiatic, African countries—Products to be sent or received, together with reasons for this prophecy.

7. Man's modification of the natural environment in the United States. This analysis will also include the achievements in conservation of natural resources
   - Reclamation of non-productive areas
   - Irrigation projects in the West
     - Problem—insufficiency of moisture
     - Solution
   - Draining Everglades in Florida
     - Problem—superabundance of water
     - Solution
   - Adaptation of crops to soil and moisture conditions
   - Utilization of water power resources
     - Niagara Falls, other districts
   - Development of canals: Erie, Great Lakes-Mississippi, Atlantic Coastal
   - Reforestation—where, how, why
   - Conservation of mineral resources—how, where, what

8. Contributions other than economic products which the United States make to the world's welfare.

The United States as a World Country might be developed in the form of a pageant—for example, "The United States at Work." This will show what she produces, what she consumes and what she sends elsewhere, and what she receives from other people. The idea may be extended to include play and educational activities.

Some special topics, as Irrigation, Conservation, Railroads, etc., might be taken as separate units of study.

Outlying Possessions of the United States

The contribution made to our welfare and also to the world's welfare by each of our possessions will make a worthwhile study. Life in the following places would be involved: Porto Rico, Virgin Islands, Panama Canal Zone, Hawaiian Islands, Guam, Tutuila, Wake, Philippine Islands, Alaska.

Suggested material available from the Federal Government

The various departments of our national government at Washington, D. C., distribute many valuable publications. The majority of them are issued free. It will be advisable to obtain complete lists of publications from the Superintendent of Documents, Washington, D. C. These lists indicate whether the publications are free and also the cost of each publication when it must be purchased.

A monthly list of the publications of all the departments can be obtained free, upon request to the Superintendent of Public Documents, Washington, D. C.

Your Senator and Representative in Congress will be glad to assist you in obtaining government publications.

The following are some of the departments which issue material that will be useful in teaching geography:

Department of Agriculture. Valuable yearbooks during the past three years devoted to articles on the economic geography of wheat, corn, cattle, sheep, etc., and to articles on our agricultural resources. These are indispensable in every seventh year class room as a means of keeping up-to-date on geographic information. Bulletins on birds and wild animals, farming, forestry, irrigation, plants, soils, and fertilizers, etc. Atlas, "Geography of the World's Agriculture" by Finch and Baker, listed in bibliography for seventh year, includes maps, graphs, and verbal matter dealing with the agricultural distribution of crops and farm animals in individual countries and in the world as a whole. Various sections of the Atlas of American Agriculture. Several bureaus of the Department issue valuable publications:

Bureau of Agricultural Economics—Bulletins on economic geography of production and marketing of farm products, on land utilizations, types of farming, etc.; lantern slides and photographs supplied at cost of material.

Bureau of Animal Industry—Bulletins on dairying, beef cattle, sheep, etc.

Bureau of Plant Industry—Bulletins on geography of production of crops.

Bureau of Soils—Soil survey maps and reports, etc.

Forest Service—Bulletins and lantern slides (at cost) on forests and forestry. Extension Service also supplies lantern slides.

Weather Bureau—Daily weather maps, monthly weather review, annual reports.

Department of Commerce. Beginning with 1922 a yearbook consisting largely of a review of the trade and commerce of the year. The Statistical Abstract is the standard statistical publication of the year.

Bureau of the Census—Publishes the decennial census—Volumes 1 and 2 on population, volume 5 on agriculture, and volume 8 on manufacturing very valuable.

Bureau of Foreign and Domestic Commerce—Trade information bulletins and economic reviews containing reports on various industries and commerce with other nations are issued.

Department of the Interior. Bureau of Education issues a monthly record of educational publications in which journals and magazines relating to geography are properly classified. The list can be obtained free. Geological Survey publishes the topographic and geologic survey maps (and verbal matter) mentioned in the reference on your local district and on Pennsylvania; reports on irrigation; accounts of geology of regions, especially mining sections; annual reports of the mineral resources (with statistics). Atlas of Commercial Geology; four Guide books on Western United States, and various maps, listed in references for seventh year, are published by the Survey. Also material from General Land Office, Bureau of Mines, National Parks Service, Reclamation Service.

Department of State. Consular reports contain information on foreign industries, opportunities for American exporters, and affairs in general.

Treasury Department. Statistical abstracts on commerce, population, finance, etc., and other reports. "The Statistical Abstract of the United States" is mentioned in the general reference for the seventh year.

The Smithsonian Institution, being an associate department of the national government, issues jointly with the United States National Museum many valuable publications. The series "Mineral Industries of the United States" contains text and illustrations on coal, fertilizers, natural gas, petroleum, sulphur, energy resources, etc.

Place Geography. Certain definite facts and principles are essential. In the case of cities and rivers it is necessary that the pupils can locate them in relation to other centers of population and industry and in relation to areas of production and distribution rather than merely as being in the southeastern part of a state or on a given body of water. In this connection, determining the location of places on outline maps (wall and desk) is most helpful.

It is more necessary that the pupils know the symbols that designate the capital of a State and have some experience in finding capitals than that they be required to give a verbal location of the capital of every State. Generally speaking, there must be other reasons for requiring the pupils to locate a city in addition to its being the seat of government. On the whole, it is more essential that children know how to use the various symbols on a map and be given sufficient experience in applying this ability than that they be able to reproduce all the facts on a map.

It is worth while, however, that children in Pennsylvania know the capitals of States adjacent to our State and have useful information associated with each.

Ability to locate readily on maps the leading cities, rivers, mountains, railroads, highways, as well as productive areas of Pennsylvania and the United States, is essential.

Since life in so many parts of Pennsylvania has been influenced by glacial activity, a study of glaciers may be taken, if it suits the interest and development of the pupils in a given class.

Even in the seventh year, it is advisable to approach geography from the human aspect. An analysis of man's activities in a given place necessitates a knowledge of the physical environment, thus the children learn how man has responded to the influences of surface, climate, soil, etc. But children must also see how man is controlling his environment, as it were, how he is modifying the conditions of a locality, to further his own progress. For example, in Western United States by utilizing the water resources of adjacent territory, he has reclaimed the desert, introducing the best-adapted crops as well as the best methods of farming. These topics are quite complex; hence they have not been taken as fully in the lower grades as they may well be taken in the seventh year.

The conservation of resources should play a part in every discussion.

A discussion of cyclonic storm areas and their influence will be taken in connection with the climate of the United States.

ADDITIONAL SUGGESTIVE METHODS

Geographic tools. During the previous years, the pupils will have developed a certain degree of proficiency in the use of geographic

tools such as specimens, pictures, maps, graphs and charts, verbal matter and statistics as sources of information. This ability will be augmented through the use of new kinds of maps. For example, in studying the local district it is advisable that the pupils use the U. S. Geological Survey Maps of that section. These can be obtained from the U. S. Geological Survey, Washington, D. C. The work on the local weather conditions may be made more concrete if the children keep daily records of the weather conditions. This record may be compiled through the coöperative assistance of various groups in the class, taking up the work in consecutive order. These records if accurately kept will be welcomed by the U. S. Weather Bureau. They should indicate temperature conditions at a stated time, wind direction, moisture conditions. Instructions may be obtained from the U. S. Weather Bureau, Washington, D. C. If pupils in the third year are also recording their observations at the same time, an interesting comparison may be made by the seventh year pupils. The maps published daily by the United States Weather Bureau, Washington, D. C., will be helpful.

Map Work. Pupils will be constantly using maps (either with outline prepared or personal sketches) as a means of representing ideas. The maps should be kept simple and proportionate but not be elaborate drawings. Experience in using a large-sized paper or blackboard outline map will be worth while for every child.

It is advisable to have at least one parallel of latitude and preferably one meridian of longitude on each map. These lines definitely locate the area in the world and may be used as orienting devices in recording data on the map. A meaningful title, the scale and a key, explaining the symbols used, should always appear. The four points of the compass should also be indicated. Whenever data have been obtained from other maps or records definite reference to these sources should be made by the child on the map. A variety of pencil or ink symbols, or colored crayons may be used in expressing ideas on a map. A usable map dare not have too many varieties of ideas on it. A number of maps on the same scale are to be preferred to a complex map from which it is difficult to obtain clear notions of the data recorded thereon.

In this grade the children will have used more detailed maps; for example, in the study of their local community they should be referred to the geological survey maps of that community so that their information will be accurate. They will have used United States weather maps indicating the climatic conditions not only of the local district but throughout the country.

Excursions. Impressions obtained from actual observations are likely to be more lasting than those acquired through pictures or

words. Hence trips or excursions are to be encouraged as valuable methods of procedure in studying the local community. A definite plan, however, is essential—1. Preliminary work. This involves classroom discussion during which the purpose or reason for taking the trip is established by the pupils. In this connection one or more pupils may be chosen by the class to make necessary arrangements for the trip. In many cases, however, the teacher herself will be obliged to do this. 2. Teacher's grasp of the entire situation: (a) information involved in the unit of work to be studied, (b) preliminary visits, if possible, so that she may beforehand determine where the pupils' attention should be directed, (c) definite plan of proceedings on the trip and subsequent school work. 3. Pupils' preparation: (a) specific purpose in taking the trip, (b) preliminary work, organization of class into groups, each with a definite objective and in the case of industrial trips permission to visit the place, definite appointments, study of any phase of the industry which it might be advisable to make (work associated with the procuring of raw material, source of the production, etc.) 4. The trip: (a) It is well to begin at the raw product or first stage of the work activity and proceed in proper sequence to the finished product (b) unless the vocational aspect is to be stressed, the details of the process should not be emphasized. (c) Opportunity should be given the pupils to ask questions of the leader, or conductor, of the trip. 5. Subsequent classroom activities: (a) By having the pupils answer the questions personally set up, the observation of the class as a whole, as well as of the individual groups, is clinched. (b) After thoughtful discussion the essentials to be retained by every member of the class are determined. (c) Then all the sources of information that have been found of value may be listed. The following phases may enter into this discussion: requirements of the activities observed: sources of material needed, work carried on, places to which the product is distributed, resulting relations with other communities and countries, number of people required to carry on the activity, special features of the visited activity. (d) A carefully organized exhibit may be set up including specimens brought from the visited places; sketches, snapshots or other pictures obtained (many plants object to the taking of snapshots since their taking distracts attention of employees, but many furnish printed illustrated matter); maps, showing the route taken by class, location of a place in the community or source of materials, or markets and routes to them; chart indicating kinds of work done; graphs presenting concise comparative study of any useful available statistics. The responsibility for this must be placed on the class, the teacher helping as little as possible.

6. Worth-while socialization may be developed between classes within the school building or between different school buildings. This can be accomplished by means of a visit made by a committee chosen by the class to develop the results of the excursion with another class of lower, higher or parallel grade, that may have studied or may be studying this particular activity or kind of work. The class to be visited will, of course, have extended the invitation to the visiting committee to pay such a visit. In this way, both groups will have had an actual experience in mutual coöperation and helpfulness. Frequently the same work activity is not visited in consecutive years, hence members from a previous class may present the essential facts of their trip to the present seventh year class and thus also have actual experience in coöperation and helpfulness. See also pages 280 and 311.

A special bulletin on "Excursions" may be obtained from the Director of Geography, Harrisburg, Pa.

Various methods should be used. In this connection, it will be advisable to read the introductory chapters of the geography course. The stages in the development of a unit are discussed in those chapters. See pages 270-293.

In the fifth and sixth years, the pupils may or may not have had experience in working on the group organization plan. In the seventh year, it is strongly advised that every pupil be offered some opportunity for working in this fashion. In fact, in this grade an individual pupil may work out and present an entire problem or topic, or he may be permitted to set up an exhibit, or make a poster by himself. For example, if his father is engaged in a certain industry, such as the textile manufacturing or if a given industry is prominent in the local district, such as the manufacture of tubing or the production of fruit or of tobacco, the pupil might gather all the necessary information and material and present the unit to the class. In this way provision is made for individual interests and abilities.

Special State Project. A coöperative movement has been begun whereby pupils of the various seventh years will contribute to a large state-wide project. Each class will develop a prominent work activity in its local community. The various forms of expression work, preferably as booklets, will be assembled and become a permanent circulating museum. In this way seventh year pupils all over the State will develop a worth-while unit of purposeful activity; namely, "Life in the State of Pennsylvania." Additional information concerning this plan may be obtained from the Director of Geography, Harrisburg, Pa.

Equipment. In addition to the regular modern text book, copies of other modern textbooks should be available for the pupil's use.

Additional reference books as well as current magazines, carefully chosen advertising matter, government and other publications will be very helpful as sources for pictures, maps, verbal matter, graphs, statistics, and charts. Posters and exhibits prepared by children in parallel or other grades are frequently definite helps. Accurate printed wall maps (especially good physical maps) of the local district, Pennsylvania, the United States, and the world are essential. Outline maps made on slated material are economical as well as very satisfactory means of representing ideas. Base or outline maps on paper, both of wall and desk sizes, are valuable supplements to the printed maps. These might be filled in to show the distribution of rainfall, population, products, transportation facilities. Cross section paper, large and small size, will be useful in making graphs to indicate comparative studies of population, production, etc.

OUTCOMES

Knowledge. Outstanding geographic facts and principles concerning life in the local district and in Pennsylvania. Essential geographic facts and principles concerning life in the United States, studied on the basis of its physical or economic regions and also of the political sections as followed in the United States Census. The United States as a country of world-wide influences in economic and social matters.

Abilities and Skills. To use geographic tools of a more detailed nature, such as geological survey and weather maps, and U. S. Census reports as means of acquiring ideas pertinent to a problem in hand.

To carry through, as an individual, a unit of work to a successful conclusion. To work coöperatively in the development of a state-wide project, "Life in the State of Pennsylvania."

To apply geographic principles in the solution of problems confronting the local community, Pennsylvania, and the United States.

Attitudes. Disposition to obtain accurate geographic information in dealing with a problem, and weighing evidence carefully before drawing conclusions.

Appreciation of the place in the world which our country holds from the standpoint of economic resources and its relation to the interdependence among people.

Desire to know about the future possibilities of life in the United States.

Appreciation of the importance of a policy of conservation.

Appreciation of what responsibility as a leader and as a member of a group really involves.

Allen—North America—Ginn
Allen—United States—Ginn
Bacon—Literary pilgrimage to New England—Ginn
Bengston & Griffith—The wheat industry—Macmillan
Bishop—Panama gateway—Scribner
Bishop & Keller—Industry and trade—Ginn
Bowman—Forest physiography—Wiley
Brigham—Geographic influences in American history—Ginn
Brigham—From trail to railway through the Appalachians—Ginn
Brooks—Story of corn—Rand
Brooks—Story of cotton—Rand
Carson—Mexico, the wonderland of the south—Macmillan
Chamberlain—Continents and their people (series)—Macmillan
Channing & Lansing—The story of the Great Lakes—Macmillan
Cody—True tales of the plains by Buffalo Bill—Cupples & Leon
Colby—Source Book on North America—University of Chicago Press
Crissey—The story of foods—Rand
Dunbar—History of travel in America—Scribner
Eastman—Smoky Day's wigwam evenings—Little
Edgar—Story of a grain of wheat—Appleton
Ellis—Mineral waters in 1919—U. S. Geological Survey
Fairbanks—Conservation reader—World Bk.
Faris—Old roads out of Philadelphia—Lippincott
Faris—Seeing Pennsylvania—Lippincott
Finch & Baker—Geog. of the world's agriculture—U. S. Dept. of Agri.
Fisher—Resources and industries of the United States—Ginn
Fletcher—Indian story and song—Small
Freeman & Chandler—World's commercial products—Pitman, London
Forman—Stories of useful inventions—Century
Gaye—Great world's farm—Macmillan
Gilman—Alaska, the American northland—World Bk.
Gilson—Wealth of the world's waste places and Oceania—Scribner
Goode—School atlas—Rand
Grohman—Camps in the Rockies—Scribner
Hall & Chester—Panama and the Canal—Newson
Harlean—Building of cities—Macmillan
Haskins—Panama Canal—Macmillan
Herbertson—North and Central America and West Indies—Oxford University Press
Higginson—Alaska, the great country—American
Hotchkiss—Representative cities of U. S.—Houghton
Huntington & Cushing—Principles of human geography—Wiley
Huntingdon & Cushing—Modern business geography—World Bk.
Huntington & Williams—Business geography—Wiley
Jordan—The story of Matka—World Bk.
Johnson—Ocean and inland water transportation—Appleton
Johnson—Mathematical geography—American
Keller & Bishop—Commercial and industrial geography—Ginn
Keir—Manufacturing industries in America—Ronald
Illick—Common trees of Pennsylvania—Times Tribune, Altoona
Ingersoll—Book of the ocean—Century
Ingersoll—Knocking around the Rockies—Century

La Goree—The Industrial Titan of America (Pennsylvania)—Nat. Geog. Mag. May, 1919
London—Call of the Wild—Grosset
Lopp—White Sox (Reindeer in Alaska)—World Bk.
Lummis—Tramp across the continent—Scribner
Lyde—Man and his markets—Macmillan
Martin—Story of a piece of coal—Appleton
McMurry—Larger type studies of American geography—Macmillan
Miller—Your national parks—Houghton
Monroe & Buckbee—Our country and its people—Harper
Morris—Industrial and commercial geography—Lippincott
Mowry—American inventions and inventors—Silver
Muirhead—Blue Books (guide books)—Macmillan
Myrick—American sugar industry—Judd
Newell—Irrigation in the United States—Crowell
Nicolls—The story of American coal—Lippincott
Oemler—Truck farming in the south—Judd
Parsons—American Indian life—Huebsch
Patton—Natural resources of United States—Appleton
Peeps at many lands (series)—Macmillan
Reynolds—How man conquered nature—Macmillan
Ries—Economic geology of United States—Wiley
Ridgley & Dillon—Home Geography (teacher's use only)—McKnight
Robinson—Commercial geography—Rand
Rocheleau—Great American industries (series)—Flanagan
Roosevelt—Winning of the west—Putnam
Russell—Glaciers of North America—Ginn
Russell—Lakes of North America—Ginn
Russell—Volcanoes of North America—Macmillan
Rydell—On Pacific frontiers—World Bk.
Seabury—Porto Rico—Silver
Semple—Geographic influences on environment—Holt
Shaler—United States of America—Appleton
Smith—Commerce and industry—Holt
Smith—Story of iron and steel—Appleton
Smith—North America—Harcourt
Southworth & Kramer—Great cities of the United States—Iroquois
Statesman's Yearbook—Macmillan
Stefansson—The friendly Arctic—Macmillan
Stevenson—Across the plains—Scribner
Sutherland & Sanford—United States and possessions—Silver
Tarr & Martin—College physiography—Macmillan
Thompson—From the cotton field to cotton mill—Macmillan
Thomas—Trails and tramps in Alaska and Newfoundland—Putnam
Toothaker—Commercial raw materials—Ginn
Van Hise—The conservation of the natural resources of the United States—Macmillan
Von Engelin & Urquhart—Story key to geographical names—Appleton
Waldo—Elementary meteorology—American
Walton & Brumbaugh—Stories of Pennsylvania—American
Ward—Climate—Putnam
Warman—Story of the railroad—Appleton
Washington the Capital of our country—Nat. Geog. Soc.
Watts—Rural Pennsylvania—Macmillan

Werthner—How man makes markets—Macmillan
Whitbeck—Industrial geography—Amer. Bk.
Whitbeck & Finch—Economic geography—McGraw
Willard—Story of the prairies—Rand
Willets—Workers of the nation—Dodd
Wyer—Natural Gas: Its production, service and conservation—Smithsonian Institution
Yard—Top of the continent—Scribner

General References

Pennsylvania Dept. of Internal Affairs, Harrisburg—Report on Pennsylvania's productive industries; Fourth industrial directory
Smithsonian Institution, Washington—Study in natural resources applied to Pennsylvania's resources; publications on other special topics
U. S. Bureau of the Census
Abstract of the U. S. Census—Washington Govt. Printing Office
Statistical abstracts of the U. S.—Washington Govt. Printing Office
United States census reports—Washington Govt. Printing Office
U. S. Dept. of Agriculture
Atlas of American agriculture
Yearbook (recent and past issues valuable)
U. S. Dept. of Commerce
Commerce reports (weekly and supplements)
U. S. Geological Survey
Atlas of commercial geology. Pt. 1. Minerals, Pt. 2 Water power
Guide books of western U. S. (4 parts)
Mineral resources of the U. S.

Magazines

American Motorist, May 1, 1925, Penna. number—Amer. Auto. Assn.
Annals—American Academy of Pol. and Soc. Science
Geographical Review—Americau Geographical Soc.
Geographic News Bulletin (weekly, free)—National Geographic Soc.
Literary Digest—Funk
National Geographic Magazine—National Geographic Soc.
Our World—Houston Pub. Co.
World's Work—Doubleday

EIGHTH YEAR

SPECIFIC AIMS

Geographical ideas, vocabulary, principles.

The work in the eighth year deals with those geographic ideas and principles involved in a comparative study (1) of the world countries from the standpoint of what they *contribute* to the world's welfare and what they *receive* from other countries for their own welfare and (2) of the producing and non-producing areas of the world. Some concepts of general geography will also be finally emphasized.

Abilities and attitudes of mind.

Ability to ascertain world problems, especially those of an economic nature by using the tools of geographic technique.

To develop a spirit of sympathy and understanding and coöperation with other lands through a realization of the interdependence of such lands.

To develop tendencies to think internationally rather than merely nationally or provincially, that is in terms of the lives of our neighbors near and far.

To develop greater skill in interpreting geographic controls or influences and their human responses; to see the "cause and effect" principle of life.

To develop further a habit of scientific observation.

To acquire where possible as an individual pupil the ability to investigate and present a topic or a problem.

General Education References

Bonser, F. G.—The elementary school curriculum—Macmillan
Dewey—How we think—Heath
McMurry—How to study—Houghton
Parker—General methods of teaching in elementary schools—Ginn
Strayer & Norsworthy—How to teach—Macmillan
Wilson—Motivation of school work—Houghton

Teaching of Geography References

Branom & Branom—Teaching of geography—Ginn
Dodge & Kirchwey—The teaching of geography in elementary schools—Rand
Nat. Council Geog. Teachers—Journal of geography—Nystrom
Smith, E. E.—Teaching geography by problems—Doubleday
Sutherland—Teaching of geography—Scott, Foresman

General Geography References

Bowman—The new world—World
Brunhes—Human Geography—Rand
Finch & Baker—Geography of world's agriculture—U. S. Dept. of Agriculture
Huntington & Cushing—Principles of human geography—Wiley
Lackey—Studies in the principles of geography—Rand
Salisbury, Barrows, Tower—Elements of geography—Holt
Smith—Industrial and commercial geography—Holt
—Atlas of American agriculture—U. S. Department of Agriculture
—Atlas of Commercial Geography—U. S. Geological Survey
—Part I—Minerals
—Part II—Water power
—Statesman's Year Book (latest ed.)—Macmillan
—World Almanac—Press

CONTENT

The work for this grade is, in general, twofold: comparative study of the world's leading countries and comparative study of the producing and non-producing areas of the world. Either study may be taken first. If the study of the producing and non-producing areas is taken first, this work will serve as an introductory analysis of the work activities in the various countries to be compared later. If

this study is taken second, it will serve as a clinching medium of the facts and principles concerning the work activities in those countries.

Comparative Study of Countries

This involves an analysis of what each country contributes to the world's welfare and what each receives from other countries. Not only economic or commodity contributions should be considered but wherever information is available, contributions in the way of literature, art, education and general ideals should be shown. The study deals primarily with the following countries: British Empire (Great Britain and the places under her control or direct influence), France and her spheres of control or direct influence, Germany, Netherlands and her colonies, the Scandinavian countries, Belgium and her colony, Mediterranean countries, The Orient, (China, Japan), Latin America; the United States and her outlying possessions.

Since the United States and her possessions have been studied in Seventh Year, conditions and facts as discovered there by the pupils should be used as a basis of comparison. Graphs will be very helpful in making these comparisons.

The children will have given considerable attention to the study of life in these various countries during their geography lessons in the lower grades. But time has elapsed and some conditions in each of these countries have changed. The pupils will have to become familiar with these changes, hence it will be necessary to place at their disposal as much available up-to-date information as possible. Their textbooks will be their first reference but they should be led to understand the necessity for additional references—books, magazine and newspaper articles (carefully selected), etc. In this connection, the National Geographic News Bulletin and current magazines listed under references for eighth year should be mentioned. Moreover, two thoughts additional to the lines of investigation followed by the pupils in their work in the lower grades are now introduced—one what is this country doing in the way of conserving its resources, namely proper utilization of its resources in its method of developing them and replenishing them (reforestation, etc.); and second, what are possible future developments in the life of the people of this country. Thus, the pupils will use as a basis, ideas and impressions gathered in their previous studies of these people, and also introduce new viewpoints in this more advanced analysis of life in these countries.

In making the comparative study of the prominent countries of the world their contribution from the standpoint of art, music, and literature should not be entirely neglected in this emphasis of so-called contribution to material needs. At this stage of his development the child can better appreciate and understand the whole life

of a people than he could earlier in his school career. China has not been an absolutely ignorant nation all these centuries. She has developed an art and certain techniques, created inventions, which have definitely contributed in the progress of the world. These achievements should be brought out in strong relief during this comparative study. Even the Eskimo has expressed himself artistically in the decoration of his implements and weapons.

One other people ought not to be neglected, namely primitive peoples. The pupils should know where these are still to be found and whether or not they are contributing anything to the necessities and comfort in other parts of the world. In this connection a brief study of the American Indian, both of North and South America, is offered as an elective topic for discussion. In our own country there are distinct communities of Indians and our boys and girls should have accurate notions in reference to this element of our modern population. They live, however, no longer in their former primitive ways.

The work may be developed through general problems or in some cases through topics, which involve less complex problems. The status of the pupils will determine the method of analysis. The following outline may aid the teacher in *clinching* the essential facts, but of course will not be followed necessarily in *developing* the unit of work dealing with a given country.

The following questions may offer some suggestions to the teachers.

What means of maintaining themselves do these people have? (Basic or extracting, manufacturing, transporting, recreational industries.) Explain position of each. Show how any of these contribute definitely to the welfare of the rest of the world. State specifically how the United States is influenced by the work done in this country. Mention any ways in which that country has been a leader in a given work activity. What possible future developments do you see for that country?

Teacher's Guide in Necessary Achievements in the Comparative Study of Countries. (Only those items which pertain to the country which is being analyzed will be considered.)

1. Natural resources of a given country.
   a. Varieties—agricultural, fishing, mining, forest, waterpower, transportation (including good harbors). Reasons for presence wherever possible.
   b. Amount compared with similar resources in other leading countries, such as Great Britain, France, United States, Germany, etc. (graphs)

c. Policy and method of conserving these resources. Development of these resources. Stage of development compared with that in other countries. Value of the chief products compared with the values of those products in other countries. Resulting great industries and centers (with reasons). Possible future developments (with reasons).

2. Contributions made to other countries.
   Leading commercial products (conditions influencing their production).
   Countries receiving these contributions (reasons).
   Avenues of transportation or distribution (conditions influencing these avenues)—routes and commercial centers.
   Other forms of contributions—art, literature, science, education, immigrants, etc.
   Possible future contributions (with reasons).

3. Contributions received from other countries
   Kinds of products received (conditions making importation necessary).
   Countries making these contributions (reasons why they come from these sources).
   Avenues of transportation (conditions influencing these avenues)—routes and commercial centers.
   Other contributions received.
   Possible future contributions from other countries (with reasons).

Since the Pacific Region has many possibilities of development, hence will play a large part in the life of the future, it will be advisable to analyze as a separate unit—"Life in the Pan-Pacific Countries." This will make an interesting comparative study of the peoples of those countries bordering on the Pacific Ocean. In like manner, a study of "Pan-American People" would be very worth while. Here, too, the emphasis will be placed on future possibilities. In this way, the possible contacts, in many cases, as yet undeveloped, which the United States has with Latin America and Canada, would be discovered by the pupils.

In connection with this comparative analysis of countries, the essential facts of their geography and the important geographic principles necessary to interpret the life responses in each country will have been clinched by the pupils.

The following problems may be suggestive to the teachers as initial studies or as reviews. It is advisable in general to have the pupils formulate their own problems. At times, it is worth while to present a problem to them for solution.

How will our Gulf ports be affected by our increasing trade relations with South America?

Europe has produced a number of countries exercising world-wide influence. Why can Asia claim but one?

Will the commerce of the Pacific Ocean become as important as that of the Atlantic Ocean? Prove your conclusion.

Why is Great Britain anxious to maintain a hold on India?

Of what importance to the countries of Europe are their colonial possessions in Africa? (This is a large problem and will be interesting if the individual countries are analyzed by having the pupils group themselves into committees, whereby each committee develops a country.)

Discover the internationalized rivers of Europe and show the value of not having one country control each river.

Of what advantage has the North Sea been to the development of the countries of northern Europe?

Comparative Study of Producing Areas of the World.

If the comparative study of communities has been taken first, the pupils will have acquired much information dealing with the production, transformation (manufacturing) and distribution of products or commodities in each of these countries, hence in the various parts of the world. At the same time they will have had experience in consulting various references—their textbooks, other reference, magazines, maps, graphs, statistics, which will also aid them in this second comparative study. At the same time, they will have acquired an ability in the use of these tools, whereby they can work more effectively in the future.

Areas dealing with the following commodities will be considered by the pupils: wheat, corn, rice, tea and coffee, sugar (cane and beet), raw cotton, copra, hemp; cattle, swine, sheep, fish, raw silk; coal, ores (iron, copper, gold, silver, platinum), petroleum and natural gas; textiles—cotton, woolen, silk, linen goods. In this connection, will also be studied the great avenues and means of transportation and communication on water and on land, including prominent highways, distribution of population throughout the world. In the end, the wind and calm belts as well as heat belts of the world, ocean movements, and the large surface features of each continent will be clinched and compared in respect to their influences on life.

"How this life activity or industry has been influenced by the geographic or physical factors of the environment and how man has modified these factors,-" should be constantly considered. Thus, the specific elements of climate, surface, soil, mineral and other resources, position relative to developed regions of the world will be introduced in explanation of the life responses (human, plant, or animal conditions) found in a given area.

The following grouping of work activities offers an organization of information which is different from the plan followed in the lower grades and is at the same time not too difficult for pupils of this grade.

Classification of work activities. (1) Basic or extracting—mining, forest industries, fishing, agriculture; (2) Transforming or Manufacturing—textile, iron, metal, leather, chemical; (3) Distribution—transportation, communication.

In every case relationships between physical factors of the natural environment and life responses are to be traced with accuracy.

From verbal matter and maps in the textbook, by using the index, the pupil may discover where areas producing a certain commodity or carrying on one of the above industries or occupations exist. Additional searching of books, government publications, magazines, newspapers, etc., may be necessary to complete this investigation. In every case the pupil will have determined a reason or purpose in setting out on the given study. The following problems may be suggestive to the teacher, but the pupils should be trained to formulate their own problems. At times a problem may be offered for solution by the teacher.

The following may be suggestive to the teacher as initial studies or as reviews:

The United States leads the world in the manufacturing of shoes. What country may become her rival in the future?

What different regions of the world produce coffee? Why is Brazil the greatest producer?

In studying a given commodity classified under "Basic Extracting Industries" the following questions may be suggestive to the teacher of a possible development of the unit of study. Why is it produced here? (Mention advantages and disadvantages, when there are any of the latter). How does the amount produced here compare with the entire production in the world? What special characteristic of the variety produced here should be remembered? Where is the product sent? Why there? How does it contribute to the welfare of that community?

After the various sections of the world producing the given commodity or article have been analyzed in some such manner as suggested above, the following outline may be a help in clinching this unit.

Teachers' Guide in Measuring Achievements in the Study of a Basic or Extracting Industry.

1. Location of districts of greatest extraction in amount
   Location of districts using economical or efficient methods of extraction.

Location of districts of greatest extraction of a given quality of product

2. Enumeration of reasons why the conditions mentioned above are possible in each district.

3. Possible future regions of extraction, with reasons.

4. Principal types of environment or districts outside the extracting region benefited or influenced by the article extracted.

Questions suggesting methods of procedure in studying transforming or manufacturing industry and transportation as well as a guide for the teacher in measuring the achievements in each study are given below. These suggestions will serve as *maximum achievements.* From them the teacher will have to choose those facts and interpretations which she feels are adaptable to the stage of development of her particular class, and which the reference material available for pupils' use makes possible. It has been considered advisable to permit the teacher to choose from these maximum essentials those which suit her particular condition rather than to state minimum essentials.

The study of all the transforming industries as intensively as it is suggested below will not be possible. Hence as worthwhile experience to the pupils and as a pre-view of work that may be done in the later high school years, one activity in the transforming-manufacturing group may be chosen and the following investigation carried on:

What does this industry require in the way of raw materials and fuel? Which are obtained in the local environment? Why? Which must be transported here? Why?

From where is each obtained and why from there? (map) How are they gotten here? (map) What does this industry contribute to this community? What does this industry contribute to the welfare of other communities? Be definite in your statements.

Teacher's Guide in Measuring Achievements in the Study of a Transforming Industry.

1. Location of districts of greatest production in amount of a given quality.
   Location of districts of greatest production of a given quality of products.
   Location of districts using efficient methods of production.
2. Requirements for the development of each of above, under 1.
3. Possible or probable future sections of production.

4. Prominent types of environment or districts influenced or aided by the particular product under discussion.

In the same way, the pupils might choose one article of distribution and conduct the following investigation:

From where is this article shipped? Why from there? By what means is it carried? (Method and route) Where is it received? Why there? Compare the method of shipment in this given district as compared with methods used in other given places.

Teacher's Guide in Measuring Achievements in the Study of an Article that has been transported

1. Parts of the world to which this given article is distributed from a designated district of extraction or production (indicated on an outline map, wall or desk). Wherever possible trace geographic influences explaining why these parts receive the article.
2. The accurate or approximate amount expressed in terms of money value or unit of measure of the article shipped. (Wherever possible the children should ascertain what per cent of the entire production in a given place is shipped to each of the receiving districts, for example by graphs the children could show whether ½ or ⅓ of a given article produced in the United States goes to Spain, and ¼ goes to Italy, etc.)
3. Large avenues of transportation, (land, water, air) utilized in this distribution (recorded on a map).
4. Whenever advisable, a return cargo from the "receiving" areas to the "sending" locality of the product should be stated.

Regardless of how many intensive studies of a given extracted, transformed, or transported article, the pupils have made, they should in this work have acquired a knowledge of the important areas throughout the world (1) from which commodities are extracted, (2) where articles are transformed, (3) between which goods are exchanged. So far as possible, the pupils will have discovered why these particular activities are, in general, taking place. The location of these places and of the great transportation routes, together with their terminals will be definitely established through the use of outline maps of the world, both of wall size (slated material or paper) and of desk size.

Comparative study of large non-producing areas. "How geographic or physical conditions have, up to the present, caused these areas to prodnce relatively little" and "How may these lands contrib-

ute to the world's needs in the future" will form the basis of this study. The pupils should be able to designate broadly which areas are now in this non-productive class. They should also be familiar in a general way with those places in which experiments are now being conducted in connection with possible future developments.

I. Cold Desert
   Localities (in each case trace reasons for these conditions)
      Northern parts of European, Asiatic and North American continents, and islands in these sections of the world
      Mountain areas above the tree line (throughout the world)
      Glaciers
   Potentialities—mineral resource development (coal, etc.), water power
   Problems to be solved

II. Dry Desert
   Localities (in each case trace reasons for these conditions)
      Sahara, Arabia, Tibet, Rocky Mountain basin areas (Canada, United States, Mexico), Atacama, Kalahari, Australian)
   Problems to be solved

III. Wet Tropics
   Localities (in each case reasons will be given for these conditions)
      Amazon Valley, Congo
   Problems to be solved
   Solutions to date
      Panama Canal Zone as an illustration.

General Geography

Since the pupils have been tracing during this study the relationships between life responses and climate, surface, soil, mineral and other resources, and position relative to developed regions, they are now ready to clinch their knowledge of these geographic or physical factors. Hence, the location of the various wind and calm belts of the world will be finally established: Wet or Equatorial Calms, Northeast and Southeast Trades, Dry Calms, (or Horse Latitudes), Prevailing Westerlies. The resulting vegetation belts will also be established: Tropical forests, grass lands, dry deserts, temperate forests, cold deserts. In this connection the temperature belts will also be introduced since temperature is a factor in determining types of vegetation.

The general ocean movements and their influence on life may be traced at this time. Glaciers and their influence on life may be considered if the topic suits the needs and interests of the pupils.

Sometime during the year, one or more trips should be planned by the pupils. This may be done in connection with the study of a country or of a community. But in this way, various phases of a region are assembled in a practical way. This will, of course, introduce the use of time tables and guide books.

Thus to the pupils the world consists of communities of workers,—each group of people carrying on certain lines of activities due, to an extent, to the influencing physical factors in that environment. Each group contributes something towards the welfare of another group and receives products, service and ideas from many other groups.

Various methods and different kinds of lessons as well as the development of a unit of work have been discussed in the introductory chapter of the geography course. It is advised that those sections of the course, in fact the discussion for all the previous grades, be read by the teacher of the eighth year.

The specimens, pictures, and maps contained in the collection distributed free by the Commercial Museum of Philadelphia (see chapter on Materials and their Uses) will be very valuable in eighth year. Additional material will be assembled through the coöperative efforts of pupils, teachers and the people in the local environment as well as the communities (business firms, etc.). Constantly the pupils should use this material as sources of information and as means of expressing their ideas. The training in arranging this material will be valuable. The organization will necessarily be more complex than in the previous year. For suggestions in reference to Expression work see chapter on Materials and their Uses.

Map Work. Since the map is an economical means of expressing many ideas and since the pupils will be assembling the many ideas which they have accumulated, there is need for much map work in eighth year. This includes the use of wall maps and desk maps. World maps of all kinds will be useful, especially these showing physical features, distribution of rainfall, temperature belts, transportation routes, areas producing the various commodities studied in this year. The modified boundaries as a result of the World War should in each case be shown, especially in the case of the maps of the continents.

The pupils should have experience in using not only the printed map but also outline maps on which they will record facts or conditions.

Experience in Coöperative Activities. In eighth year as in the other upper grades the pupils should have experience in investigating a problem or topic as a member of a group or committee. In this way, not only *leaders* but also *discriminating co-workers* will be developed among the various members of the class.

Special relationships could be worked out by a group of interested children or by the entire class. The following are illustrations.

1. Civil turmoil bankrupted Russia so that she could not buy tea from China, therefore the Chinese could not buy cotton cloth from England. Therefore the spinners of Oldham, near Manchester, were out of work and could not buy as much cotton, ham, bacon and lard as usual. Therefore low prices and hard times prevailed in U. S. Cotton Belt and Corn Belt. (The pupils might work out proofs of other evidences of interdependence among the people of the world.)

2. The class might evolve a map showing the place of origin of everything they can find out as entering in any way into the composition of a leading local export commodity of the immediate vicinity in which they live, preferably the stuff on which their livelihood depends, for example—

A pound of Corn or Wheat

Reaper or other machine—of what made, where; iron, wood, paint, binder twine
Fertilizer (its elements)—nitrate-bone, phosphate, potash, acid.
Food of the man who did the work.
Harness of the horse.
Machine oil for the machine.
Gasoline.
Wrench that repairs the machinery.
Materials used in constructing the barn that stored the grain, or warehouse that stored it.
Railroad that hauled it—coal, cars, engines, rails, ties.

If this is worked out in full, the result is a stupendous list of dependences and interdependences, each of which is essential to the *completion* of the product in salable form.

Equipment. The collection distributed by the Commercial Museum in Philadelphia is very useful. Printed wall maps especially of the world are very useful. But if lacking, pupils or teachers can fill in necessary information on paper outline maps (which can be purchased from various commercial companies or which can be sketched by members of the class on large sheets of yellow or white paper; in this case care must be taken to make them proportionate and indi-

cate enough parallels of latitude and meridians of longitude to aid in locating the information to be shown on the maps. Maps of slated material are economical as well as available equipment in teaching geography.

Copies of other modern text-books and reference books, such as mentioned under General Geography reference at the beginning of the eighth year outlines will be very useful.

Pictures, magazines, carefully chosen advertising material will be valuable aids for the pupils in developing the work in their grade. In every case, be it books, maps, pictures, magazines, bulletins, the information must be up-to-date—in every case properly dated.

OUTCOMES

Knowledge. People of the world as communities of workers and the contributions made by the various groups to other groups.

Conditions found in the various producing and non-producing areas of the world (locations of these areas and reasons for these conditions).

Principles dealing with climate and other geographic factors which explain the relationships between the physical factors in a given environment (country or section of a continent) and the resulting life responses.

Important routes and means of transportation and communication and centers of population in each continent.

Several authentic sources from which geographic information can be obtained.

Abilities and Skills

To apply geographic principles which have been developed throughout the work in previous years in interpreting the contributions made by each country to the world welfare and in the explanation of the locations of producing and non-producing areas.

To use with greater skill the various geographic tools as sources for obtaining ideas and means of expressing ideas.

Attitudes of Mind

To work in coöperative manner as a member of a group which has a common purpose in mind.

Disposition to consider carefully the various problems presented before drawing conclusions.

Fuller appreciation of the interdependences of the peoples of the world.

Realization of the relationship between man and geographic environment.

Desire to know more about the lives of other people.

Life interest in geography.

EIGHTH YEAR BIBLIOGRAPHY FOR TEACHERS AND PUPILS

Abbott—South seas—Macmillan
Allen—Geographical and industrial readers—Ginn
Atlas of commercial geology (Pt. 1., Minerals; Pt. 2., Waterpower)—U. S. Geological Survey
Baldwin & Livergood—Sailing the seas—Amer. Bk.
Bowman—South America—Rand
Bowman—The new world—World Bk.
Brunhes—Human geography—Rand
Bryce—South America—Macmillan
Buley—North Brazil—Appleton
Buley—South Brazil—Appleton
Carpenter—Geographical readers (rev. ed. only)—Amer. Bk.
Carson—Mexico, the wonderland of the south—Macmillan
Chamberlain—Continents, and home and world (2 series)—Macmillan
Crissey—Story of foods—Rand
Denis—Argentine Republic—Scribner
Dominian—Frontiers of language and nationality in Europe—Amer. Geog. Soc.
Du Chaillu—Wild life under the equator—Harper
Du Chaillu—In African forests and jungle—Scribner
Dutton—World at work series—Amer. Bk.
Enock—Republics of South and Central America—Scribner
Fairgrieve—Geography and world power—Dutton
Fairgrieve & Young—The world—Appleton
Faris—Real stories of the geography makers—Ginn
Finch & Baker—Geography of World's agriculture—Supt. of Documents, Wash.
Gaye—Great world's farm—Macmillan
Gilson—Wealth of the world's waste places and Oceania—Scribner
Goode—School atlas—Rand
Hawksworth—Strange adventures of a pebble—Scribner
Hall & Chester—Panama and the canal—Newson
Hayden—Canada: Britain's largest colony—Cassell, London
Hoke—Russia and the old East—Johnson
Holmes—Burton Holmes Travel Series (Egypt, Japan)—Wheeler
Huntington—Asia—Rand
Huntington & Cushing—Modern business geography—World Bk.
Huntington & Williams—Business geography—Wiley
Jefferson—Man in Europe—Jefferson, Ypsilanti
Johnson—Ocean and inland water transportation—Appleton
Jones & Whittlesey—Economic geography, vol. 1—Univ. Chic. Press
Keller & Bishop—Industry and trade—Ginn
Koebel—South America—Scribner
Koebel—Anglo-South American handbook—Macmillan
Lackey—Studies in the principles of geography—Rand
Levine—Colombia—Appleton
Lyde—Man and his markets—Macmillan
Martin—Mexico of the twentieth century—Dodd
McMurry—Larger type studies of American geography—Macmillan
Mead—Story of gold—Appleton
Mill—International geography—Appleton
Miller & Singewald—Mineral deposits of South America—McGraw
Mills—Chile—Appleton
Mowrer—Balkanized Europe—Dutton

Muirhead—Blue books (guide books)—Macmillan
Nansen—Farthest north—Harper
Ormerod—Wood—Holt
Pan American Bulletin—Pan American Union, Wash.
Peck—South American tour—Doran
Peeps at many lands, and at industries (2 series)—Macmillan
Rasmussen—People of the polar north—Kengan
Reclus—Earth and its inhabitants—Harkin
Robinson—Commercial geography—Rand
Roesler—Iron ore resources of Europe—U. S. Geological Survey, Wash.
Roosevelt—African game trails—Scribner
Ross—South of Panama—Century
Salisburg, Barrows, Tower—Elements of geography—Holt
Seton-Thompson—Arctic Prairies—Scribner
Smith—Earth and man—World
Smith—Industrial and commercial geography—Holt
Smith—North America—Harcourt
Smith—Commerce and industry—Holt
Smith—World's food resources—Holt
Southworth—Our South American neighbors—Iroquois
Stanley—Through the dark continent—Harper
Statesman's Yearbook—Macmillan
Talbot—Railway conquest of the world—Lippincott
Thompson—From the cotton field to the cotton mill—Macmillan
Tomlinson—Sea and the jungle—Dutton
Von Engelin—Inheriting the earth—Macmillan
Von Engelin & Urquhart—Story key to geographic names—Appleton
Werthner—How man makes markets—Macmillan
Whitbeck—Industrial geography—Amer. Bk.
Whitbeck & Finch—Economic geography—McGraw
Willis—Agriculture in the tropics—Putnam
Wissler—The American Indian—McMurtrie
Wyer—Natural gas: production, service, conservation—Smithsonian Inst.

Magazines

American Junior Red Cross News—Amer. Jr. Red Cross, Wash., D. C.
Asia Magazine—Asia Pub. Co.
Canadian Illustrated Monthly—Canadian Illus. Monthly, Montreal
Commerce Reports & Supplements—U. S. Dept. of Commerce, Wash.
Geographic News Bulletin—Nat. Geog. Soc., Wash., D. C.
Geographical Review—American Geog. Soc., N. Y.
Literary Digest—Funk
National Geographic Magazine—Nat. Geog. Soc., Wash., D. C.
Our World—Houston Pub. Co., N. Y.
Pan American Bulletin—Pan American Union, Wash., D. C.
World Almanac—Press Pub. Co., N. Y.
World's Work—Doubleday Page., Garden City, N. Y.

SYLLABUS IN HISTORY

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INTRODUCTION

The teacher is requested to read carefully the Introduction to the course in Civics for Grades I-IX. The fundamental Aims, Principles, and Methods there enunciated are, in the main, applied to the work in History for the corresponding grades. The aim of both is to train in citizenship; the one through the study of community coöperation and the practice of group activity; the other through a study of the growth of community consciousness and the development of coöperative democracy. In short, History is past Civics—Civics is present History.

Only in the matter of class activity does the History differ materially from the Civics. In the latter the way is open to varied individual and class projects for civic usefulness. In the former the history is made to serve as a background of modern civic problems, and hence becomes a contributing cause of any civic activity that may result.

Probably the chief contributions that history makes to the social consciousness of the young citizen is to excite the emotions, to arouse interest, to steady the judgment, to discover the like-mindedness that holds mankind together. This contribution comes largely through an intelligent study of the forces that have made for progress through the development of social institutions.

The teacher must not be discouraged at the length of time it takes for the pupils to become historically-civically minded. During the early years of school life the child's interests are mainly in his immediate surroundings. He is thinking rather of the individual than of the group to which that individual belongs. His imagination is strong and vivid. Later he passes into a stage of idealization, of hero worship. But it is not before the seventh grade, the beginning of adolescence, that the child reaches the organization, "the gang spirit" stage, where he is ready for consecutive, cause-and-effect history. The attempt has been made in this course of study to suit the progression of history work to the psychic changes of the child.

Class work for Anniversary Days is continued only through the first three years, and thereafter will merge into the general school celebrations or into the regular class work in history.

Indians, Eskimos, and our western Cliff Dwellers are taken up in the first two years, both because they appeal to the child of that age and because they lend themselves readily to constructive activities—"expression work"—of all kinds. In the third grade the children are taken back to the days of primitive man—tree dwellers, cave dwellers,

sea dwellers, pastoral people. This should make a lasting impression on the young minds as to what human beings were like in early times, in a primitive environment, when they were just learning to lead the group life.

In the fourth grade the scene is shifted from that of a primitive people under primitive conditions to a civilized (pioneer) people also under primitive conditions. With the former, progress in the art of living and in learning to lead the group life is slow and painful; with the latter, progress is rapid and pleasureful. The contrast is full of meaning. In the fifth grade this marvelous progress in human achievement is traced down to the present day—of course, in story form.

The children are now ready to fill in the intervening space between primitive man and the pioneer. Accordingly, in the sixth grade a rapid survey of our European background is taken in story form. This serves a twofold purpose: to complete a first history cycle, and at the same time to form the first part of a second cycle—completed by the United States history of the junior high school.

Not before the seventh grade is reached should consecutive history be attempted. Not before that period has the child reached the cause-and-effect, organization stage, where he is ready to understand and enjoy formal chronological history. And even then care must be taken that the history studied shall be full of activity—full of human interest.

In the early grades the instruction should be mainly oral, though history readers may be made use of. A textbook would seem to be out of place before the fourth grade, and should then be used but sparingly.

PART I. ANNIVERSARY DAYS

FIRST, SECOND AND THIRD YEARS

All of the Anniversary Days indicated below will no doubt be observed each year by the school as a whole. The following outlines are suggested for use in history classes.

Each of the Days is introduced as early as the maturity of the children will permit. It is expected that the work outlined for each Day will extend over a number of class periods.

FIRST YEAR

Bird Day ....Set by the Governor
Halloween .....October 31
Christmas .....December 25
St. Valentine's Day .....February 14

SECOND YEAR

Penn Day .....October 27
Arbor Day .....Set by the Governor
Thanksgiving Day .....Set by the Governor
May Day .....May 1
Memorial Day .....**May 30**

THIRD YEAR

Roosevelt Day .....October 27
Armistice Day .....November 11
Lincoln's Birthday .....February 12
Washington's Birthday .....February 22
Flag Day .....June 14

BIRD DAY—FIRST YEAR

A. Bird Families

1. Father and mother birds come north in spring
   a. Select a place for a nest
   b. Soon have nest full of baby birds
2. Birds make us happy by their songs and beauty
3. They help us by eating bugs and worms
4. When cold days come they go south

B. What We Can Do for the Birds

1. Making bird houses
2. Feeding
3. Giving water

C. **Stories**

1. The Crane Express
2. The Cedar Tree's Reward
3. The Red-headed Woodpecker
4. How the Robin's Breast Became Red
5. The Oriole's Journey

D. Pictures: Only large pictures should be used in the early grades. Robin, bluebird, blue jay, red-headed woodpecker, blackbird, crow; have children learn by sight and know calls.

E. Expression work

Expression work should be both pictorial and oral. The latter will consist largely of acting out stories told by the teacher.

Care should of course be taken that these constructive activities of the children shall grow out of their own live interests, as they are guided by the teacher.

1. Decorate room or blackboard with pictures, drawings, and paper cuttings of flying birds.
2. Clay modeling: nests, birds.
3. Paper construction: cut birds; make bird booklet.

HALLOWEEN, OCT. 31—FIRST YEAR

A. What Halloween means

1. Ghosts, elves, witches
2. Bonfires for protection
3. Costumes and merrymaking

B. Expression Work

1. Paper cutting: witches, cats, owls—from black paper, or colored black with crayons; pumpkins, apples, corn, cabbages
2. Clay modeling: vegetables and fruits
3. Blackboard: field with corn shocks
4. Construct: jack-o'-lanterns, from pumpkins or colored paper

CHRISTMAS, DECEMBER 25—FIRST YEAR

A. **Jesus' Birthday**

1. His birthplace
2. The shepherds watching their sheep
3. The Three Wise Men
4. Their gifts for the "Baby King"

B. **Stories**

1. Jesus' Birth: Luke 2, 1-20
2. The Wise Men: Matt. 2, 1-15

3. The Star
4. Story showing Christmas spirit—kindness, generosity, thoughtfulness of others

C. Pictures
1. Correggio's Holy Night
2. The Nativity
3. The Arrival of Shepherds
4. Sistine Madonna
5. The Three Wise Men

D. Expression Work
1. Sand table: picture of the Wise Men traveling across the desert—Bethlehem in distance
2. Clay modeling: baby in manger; sheep, camels
3. Paper construction: cutting star, camel, folding houses, stable; decorations for Christmas festivity for schoolroom—paper chains, lanterns, bells, pine trees
4. Blackboard: drawing of Wise Men following Star; Shepherds watching sheep; Santa Claus, reindeer, Christmas tree; Christmas gifts children desire

ST. VALENTINE'S DAY, FEBRUARY 14—FIRST YEAR

A. Story of St. Valentine

B. Purpose of the day: To promote friendship

C. Expression Work
1. Make paper valentines
2. Make valentine box
3. Decorate schoolroom with red and white hearts

PENN DAY, OCTOBER 27—FIRST YEAR

A. Boyhood
1. His father an English Admiral
2. Happy home life

B. Young Manhood
1. Good student
2. Fine athlete
3. Becomes a Quaker

C. Later Life
1. Is given Pennsylvania by the King
2. Invites Quakers and oppressed Germans to settle in his province

3. Comes to Pennsylvania—founds Philadelphia
4. Welcomed by the Indians—makes treaty with them

D. Stories
1. Of the ship "Welcome"
2. Of the Peace Treaty
3. Of the founding of Philadelphia

E. Pictures
1. Portrait of William Penn
2. Quaker dress
3. The "Welcome"
4. The Letitia House
5. Penn's Treaty with the Indians

F. Expression Work
1. Sand table: landing of Penn; cave houses
2. Clay modeling: Indians, Quakers, beads
3. Construction: the ship "Welcome"; log cabins of corrugated paper

ARBOR DAY—SECOND YEAR

A. Value of trees
1. Beauty to our yards, streets, parks
2. Shade
3. Food: nuts, bark

B. Use of trees
1. Homes for birds, squirrels, rabbits
2. Fuel, building material
3. Saves the good soil and the water

C. Care of trees
1. Protection from harm
2. Protection from insects

D. Expression Work
1. Paper cutting: leaf forms, tree forms
2. Play: "The Cedar Tree's Reward" (Coe & Christie)
3. Play: "The Story of the Poplar" (Wilson)
4. Plant tree or vine where needed

THANKSGIVING DAY—SECOND YEAR

(By Proclamation—last Thursday in November)

A. Story of the Pilgrims
1. Voyage in the Mayflower
2. Landing at Plymouth Rock

3. New home
4. First winter and summer
5. Help from Indians
6. The Harvest

B. The First Thanksgiving Day
1. Meaning of Thanksgiving Day
2. The dinner
3. Indian guests
4. Going to church

C. Stories
1. The First Thanksgiving Dinner
2. How Patty Gave Thanks
3. Two Brass Kettles
4. Miles Standish
5. Samoset and Squanto

D. Pictures
1. Landing of Pilgrims
2. Pilgrims going to church
3. Priscilla and John Alden
4. Harvest pictures of pumpkins, cornstalks, fruits, vegetables, nuts, fowls
5. Indians

E. Expression Work
1. Sand table: picture of early Pilgrim life, forest, log cabin, Plymouth Rock, ocean, Mayflower anchored near-by
2. Clay modeling: Mayflower; Pilgrim's hat; Indians; canoes
3. Paper construction: Cutting Pilgrim's cabins, boats, guns, turkeys, hats, pumpkins
4. Blackboard: Drawing of forests, Pilgrim's homes, maize, turkeys. Reproduction of stories in child's own words is as important as dramatization and should not be overlooked. Explanation of blackboard illustration done by child is also a good way of encouraging child to express himself orally.

MAY DAY, MAY 1—SECOND YEAR

A. Children in Maytime
1. Playing outdoor games, jumping rope, spinning tops, playing marbles
2. Going to woods for violets
3. Watching for birds, for new leaves on trees, flowers and blossoms on fruit trees
4. South wind blowing softly, making us glad to be outdoors
5. New life everywhere—happiness everywhere

B. Stories
1. Origin of May Day
2. Old English Custom

3. How the apple blossoms came back
4. Apple-seed John
5. Up in a green orchard

C. Pictures (in color)
1. Flower gardens
2. Children playing
3. Children dancing around Maypole

D. Expression Work
1. Decorate room with blossoms, leaves, birds, butterflies
2. Clay modeling: May-basket; garden tools; flower pots
3. Paper construction: cutting flowers, butterflies, May baskets
4. Blackboard: sprays of blossoms in color; blue birds, butter flies
5. Choosing a May Queen and her Court
6. Maypole dance
7. Folk dance

MEMORIAL DAY, MAY 30—SECOND YEAR

A. Memorial Day Parade
1. The Old Soldiers
   Their uniforms of blue, caps, badges, buttons, guns, flags
2. The Young Soldiers
   Their uniforms of khaki, hats or caps, medals, insignia on sleeves, guns, flags
3. The Sailors
   Their uniforms, hats, medals

B. Why The Soldiers and Sailors March
1. To honor our dead soldiers and sailors
2. To decorate soldiers' graves with flags and flowers

C. What Makes a Good Soldier or Sailor: (1) obedience, (2) courage, (3) loyalty.

D. Stories: Original stories of what little children saw when they were taken to watch a Memorial Day Parade and the decorating of soldiers' graves

E. Pictures
1. Of soldiers, sailors, flags
2. A Memorial Day scene

F. Expression Work
1. Decorate room with flags
2. Clay modeling: guns, sword, cannon, hats

3. Paper construction: folding soldier hats, cutting drums and flags
4. Blackboard: The American Flag
5. Children marching, carrying flags

ROOSEVELT DAY, OCTOBER 27—THIRD YEAR

A. Roosevelt as a Boy: School; games

B. As a Young Man: (1) Poor health; (2) Love of outdoor life; (3) Ranch life in the West; (4) Return to New York, strong and vigorous

C. As a Soldier
   1. Colonel during war with Spain
   2. Organizes the "Rough Riders"

D. As President
   1. Leader and Statesman
   2. Student and Author

E. As an Explorer: In Africa and South America

F. Stories

   1. Roosevelt's boyhood 2. His life as a ranchman 3. His African adventures 4. His adventures in the Amazon country

G. Pictures
   1. Ranch, cowboys rounding up cattle
   2. Battle of San Juan Hill
   3. Wild life in Africa and in South America

H. Expression Work: Blackboard and Construction: ranch with men and animals on it; various wild animals, told of in Roosevelt's account of his adventures

ARMISTICE DAY, NOVEMBER 11—THIRD YEAR

A. Armistice Day
   1. What happened on that day
   2. How the news came to your town
   3. How your town celebrated

B. The American Legion

   1. Who compose it 2. Where they fought 3. Why we are grateful to them. 4 How disabled soldiers are cared for

C. Our Army and Navy
1. Why we have an army and navy 2. How the officers of each are trained 3. When wars will end 4. Our State National Guard—Mt. Gretna

D. Stories
1. Of training camps 2. Of the trenches 3. Of aviation 4. Of submarines

E. Pictures: Illustrative material for all phases of the late war is easily obtainable. Collections may be made by each school that will have lasting value for history work

F. Expression Work: Blackboard and construction: camp, ambulance, trench, cannon, guns, swords, insignia of rank

LINCOLN'S BIRTHDAY, FEBRUARY 12—THIRD YEAR

A. Boyhood
1. Born in log cabin 2. How he learned to read and write 3. Love of books 4. Life on flatboat 5. His kindness, sympathy, honesty 6. Struggle for an education

B. Manhood
1. Pioneer life 2. Success as a lawyer 3. Great thinker, leader, statesman 4. Advocate of abolition of slavery 5. President—Emancipation Proclamation 6. Lincoln, the man of the people 7. His tragic death

C. Stories: Illustrating his keen sense of humor; showing his kindliness and humanity

D. Pictures: Lincoln and his cabinet; Lincoln signing the Emancipation Proclamation; Portrait of Lincoln

E. Expression Work
1. Sand table: picture of his home—wild country
2. Clay modeling: fireplace; log table; bed; chairs
3. Paper construction: log cabin and its furniture; books; coonskin cap; silk hat
4. Blackboard: log cabin; flatboat

WASHINGTON'S BIRTHDAY, FEBRUARY 22—THIRD YEAR

A. Washington's Childhood
1. His home on big farm
2. His sports: hunting, fishing, swimming, running races, playing soldier
3. His training: to obey; to speak the truth; to be brave and unselfish

B. Washington as Soldier
   1. Learned woodcraft, as a surveyor
   2. Learned Indian fighting
   3. Commander-in-chief of the American Army in Revolutionary War

C. Washington as President
   1. Everybody trusted his leadership
   2. Known as "Father of His Country"

D. Stories: Cherry Tree story; Apple Orchard story; Gardner story

E. Pictures: Washington's home at Mt. Vernon; Washington crossing the Delaware; Portrait of Washington

F. Expression work
   1. Sand table: an encampment—tents, soldiers, horses, guns
   2. Clay modeling: hatchets, cherries; three-cornered hats; guns, cannon; colonial soldier
   3. Paper cutting: cut or fold boat, tent, soldier, hat, sword, slippers, chair desk
   4. Blackboard: most of the above

FLAG DAY, JUNE 14—THIRD YEAR

A. The First Flag
   1. Its design—thirteen red and white stripes; thirteen white stars, in a circle, in a field of blue
   2. Change from six-pointed to five-pointed stars
   3. Betsy Ross—the Betsy Ross House on Arch Street, Philadelphia
   2. New flag soon adopted by Congress

B. The Stars and Stripes
   1. What they now stand for
   2. Our national song: "The Star-Spangled Banner"—its origin
   3. Other names for our flag: "Old Glory," "The Red, White and Blue"
   4. Significance of colors: red—valor; white—purity; blue—truth
   5. Our Pledge of Allegiance—repeat
   6. Correct position for hanging a flag; stars at the left, when flag is horizontal

C. Stories: Betsy Ross and our first flag; poem, "Hats Off"; song, "Star-Spangled Banner"

D. Pictures: Betsy Ross House; The first flag; Flags of other nations

E. Expression Work
   1. Blackboard: our flag, in colors; other flags, in colors
   2. Construction: five-pointed stars—with one clip of scissors; small flag, of paper or cloth, to decorate classroom

PART II. PRIMITIVE PEOPLE

I. THE INDIAN—FIRST YEAR

A. The Indian Home
   1. The Indian father—"brave"
      a. His suit of skins, moccasins, feathers, paint, war bonnet
      b. His work—hunting, fishing, going to battle
   2. The Indian mother—"squaw"
      a. Her dress of skins, beads, shells, moccasins
      b. Her work: building tepee or wigwam, making clothes, cooking, digging garden, planting corn
   3. The Indian boy and girl
      a. Boy—learning to hunt, fish, run races, climb, ride, and swim
      b. Girl—learning to weave baskets, to do bead work, to help mother
      c. Games, dances, stories around fire
      d. Writing done in pictures
   4. The Indian baby—"papoose"
      a. Carried on mother's back until he is two years old
      b. His playmates: dogs, squirrels, birds

B. Stories: Indian Myths; The Pine Tree; The Rainbow; Star Beautiful; Children of the Wigwam

C. Pictures (colored): Brave, Squaw, Papoose, Wigwam

D. Expression work
   1. Sand table: picture of Indians in canoes, pine trees, wigwams, Indians hunting and fishing (Indians and canoes of clay or paper)
   2. Clay modeling: canoe; bow and arrow; Indian doll; papoose in cradle; Indian with war bonnet on; moccasins
   3. Paper construction: cutting wigwams, pine trees, bows, arrows, canoes, Indians. head dress
   4. Blackboard: forest scene showing wigwams, canoes along water bank

SUGGESTIVE LESSON

Kah'ya, The Indian Baby

(Have a forest scene on blackboard ready to fill in wigwam, baby in cradle, and bear, which can be ready cut out—then paste on).

Kah'ya was a tiny Indian baby. His hair was straight and black, his eyes bright and shiny, his face brown. He lived in a wigwam. (Either draw or paste on blackboard.) He was lying on a bed of

furs playing with his brown toes, while his mother was busy cooking some meat over a fire for her breakfast. Kah'ya, his father, and his brother had already had their breakfast. His father had gone off to the great forest to hunt. His brother had gone with the older boys of the village to catch fish in the lake near-by. His mother had finished her breakfast and was talking to Kah'ya. "Baby dear, I shall have to put you in your cradle now and we shall hurry to the garden. Your father will be coming home soon and I have so much work to do." She wrapped Kah'ya in some soft skins and tied him fast to a board. Then she strapped the board fast to her back and started for the garden. Before she began to work she hung Kah'ya in his cradle of skins on a shady tree. While she was digging the ground with her hoe made of clam shells and planting corn, Kah'ya would watch the birds and squirrels. Sometimes the birds would sing to him.

The squirrels would chase each other up and down the trees and the wind would blow and swing his cradle. This would make Kah'ya laugh.

When his mother heard him laughing she knew he was happy. Suddenly she heard Kah'ya scream. She ran quickly to him. Not far away a big brown bear was standing. She was so frightened that she snatched Kah'ya down from the tree and ran home as fast as she could go. The bear was frightened, too, and ran away. But after this Kah'ya's mother always took a big dog along to watch her baby while she worked.

II. THE ESKIMO—FIRST YEAR

A. Location of Country of the Eskimo: Long days and nights; "Land of the Midnight Sun"
B. Appearance: short stature, dark skin
C. Characteristics: fairly intelligent; peace-loving; kind, hospitable
D. Home Life
   1. The Eskimo home—the igloo
   2. Food: oils and fats, reindeer, walrus; few cooking utensils
   4. Customs: no bathing, no kissing—rub noses
   5. Domestic animals: Eskimo dog, reindeer
E. What we get from the Eskimo: skins of whale and seal; oils, fats
F. What we give to the Eskimo: cloth, needles and thread; sugar, flour, molasses
G. Expression Work
   1. Clay modeling: igloo, sledge
   2. Paper cutting: reindeer, seal, whale, walrus
   3. Sand table: Eskimo village, using cotton for igloo and for snow
   4. Blackboard: "Land of the Midnight Sun"

III. THE INDIAN—SECOND YEAR

In taking up Indian Life in the second grade, the ideal Indian, the Indian of poem and story, forms the basis. To arouse interest have the children bring in pictures, Indian dolls, relics, etc.

A. Appearance: Copper-colored skin, black eyes, straight black hair

B. Characteristics: Pride, bravery, strength, powers of endurance, trained vision, keen hearing, love of colors

C. Home Life
1. The Indian home: the wigwam
2. The Indian father: the brave—his dress of skins, his moccasins, his war bonnet
3. The Indian mother: the squaw—her love of ornaments, her chain of shells, her beads, her mode of carrying baby
4. The Indian baby: the papoose—his cradle, his playmates—birds, rabbits, squirrels, other animals

D. Hiawatha
Read or memorize
1. Hiawatha's Childhood (lines 1-9; 73-85, 144-150; 151-158)
"By the shores of Gitche Gumee," etc.
"Then the little Hiawatha," etc.,
Building of the Canoe
2. Hiawatha's Sailing (lines 1-9; 96-106)
"Give me of your bark, O Birch Tree."
"Thus the Birch Canoe was builded."

E. Expression Work
1. Paper cutting: wigwams of brown cloth or paper, with twigs inside for tent poles; feather bonnet
2. Clay: moccasins, leggings, canoes
3. Sand table: Indian village
4. Blackboard: forest, lake, river, seashore

THE CLIFF DWELLER—SECOND YEAR

A. Where found: Colorado, New Mexico, Arizona, Utah

B. Location: In river canons; on cliffs and ledges

C. Habitation: Pueblos, Cliff dwellers, Cave houses

D. Description of Homes
1. Great height
2. Modes of access
3. Difficulty of access
4. Shapes—circular, oval, inner courts, towers

5. Rooms of various sizes—for living purposes, ceremonials; how constructed; interior decorations

E. Relics found in homes
1. Stones for grinding meal, axes, adzes, picks, hammers, stone knives
2. Sandstones for sharpening arrows, spears, stone knives
3. Colored yarns, colored cloth
4. Blankets of wool, feather, cloth
5. Objects made of hair
6. Sandals
7. Ornaments of various kinds
8. Pottery, water jars, flasks, cups, bowls, ladles; superior in shape, quality, and decorations

F. Occupations: Farming, fruit raising, raising of horses; weaving, basket making

G. Characteristics: More enlightened than other Indians; less warlike

H. Ancestors of Pueblo Indians of the Southwest

Stories

K. A. Grimes: Kawasa, The Little Cliff Dweller

EARLY MAN

The purposes of beginning with Primitive Man in our study of history is to show how community life has brought man to his present high degree of civilization; how man has struggled up from the individualism of savage days to the cooperative community life of the present; how man has gradually learned to lead the group life.

A. Before he had fire: Home in tree tops; no home or family life; fire uncontrolled

B. After he had fire: Home in caves and huts; home and family life; tools, warmth, protection, cooking; fire controlled

TREE DWELLER; AGE OF FEAR—THIRD YEAR

A. Appearance of country: dense forests; great rivers

B. Characteristics: wild, savage

C. Dress: skins; furs

D. Home: in tree tops

E. Food: raw flesh; roots, berries; game, fish

CAVE DWELLERS; AGE OF COMBAT—THIRD YEAR

A. Home: in summer, the brush hut; in winter, the cave

B. Improvement over the Tree Dweller: location, convenience, comfort; front and side wall; ease of access, protection; beds—moss, leaves, evergreens

C. Dress: in summer, little clothing; in winter, jacket and skirt of skins, furs

D. Foods: kinds, how procured, how prepared

E. Tools: clubs, spears, arrowheads, harpoons

F. Occupations: hunting; fishing; preparing skins for clothing; keeping the fire

G. Expression Work
   1. Clay modeling: primitive tools, saw, hammer, spears, harpoon
   2. Paper construction: dishes, bowls, lamps, animals
   3. Make a primitive axe by tying a sharp-edged stone to a stick
   4. Find thorn or sharp bone to serve as an awl, and cut skin in strips to use in sewing
   5. Roast corn or potatoes in hot ashes
   6. Boil potatoes in water heated with hot stones

SEA DWELLER; AGE OF MIGRATION—THIRD YEAR

The purpose of taking up the Sea People is to show how primitive life advanced beyond the life of the forest, with its home in the tree tops and in caves, to the larger life afforded on the sea coast as fishermen. Thus was established the beginning of navigation—"The Conquest of the Waters."

It was for the Sea Dweller to discover that the sea is a "Mother" to human life, just as "Mother Earth" provides for her children on land.

A. Why the Sea Dweller left His Inland Home among the Forests
   1. Lack of food
   2. Driven northward by the advancement of other tribes

B. Life on the Sea Coast
   1. Appearance of the sea: the broad expanse; the waves; the tides
   2. Appearance of the coast: the beach; the shore; dense forests; great rivers

C. Appearance: tall, fair complexion, light hair, blue eyes

D. Characteristics: great strength; great powers of endurance, fairly hospitable

E. His home: in caves—roof and side walls; in huts—branches of trees covered with skins or plastered with clay

F. His food
   1. Found on land
      a. Animals of forest: roedeer, wild crow, wild boar, wolf, fox, lynx, wild cat, martin, hedgehog
      b. Game: wild turkey, ducks, geese, the great auk, rabbits, squirrels, eggs
   2. Found in the water
      a. Animals: seal, whale, walrus
      b. Game along the shore: sea gull, puffins, guillemots
      c. Other water food: salmon, herring, eel, halibut, trout, pike, oyster, mussel, cockle, periwinkle

G. Occupations
   1. Hunting, dressing skins, making clothing, making pottery
   2. Making tools, flint axes, scrapers, awls, chisels, knives, hammers
   3. Making weapons, spears, harpoon, bow and arrow, bident
   4. Making boats, rafts, dugouts from a hollow log, life preservers, floats, hides filled with bones of birds and with air, canoes of branches covered with light skins, bark canoes
   5. Fishing
   6. Making nets—surf nets, drag nets, fishing nets, fishing

PASTORAL PEOPLE: JOSEPH, MOSES, DAVID—THIRD YEAR

A. The story of Joseph: The story of Joseph can be told briefly from the following references:
   1. Boyhood: Joseph's father, a wealthy herdsman and master of the land of the Nile; Joseph, the favorite son of Jacob; Joseph's coat; his dreams; jealousy of his brothers; sold to Egyptian merchants. Genesis 37:3-36
   2. Joseph in Egypt: a slave; cast into prison; interprets Pharaoh's dream. Genesis 39:1-6, 20-23; 41:1-32
   3. Joseph restored to power:
      Counsel to Pharaoh—Genesis 41 :39-44, 47-49
      The Famine—Genesis 41: 53-57
      Arrival of Joseph's Brothers—Genesis 42:1-26
      Test of their loyalty—Genesis 42:29-38; 43:1-5, 11-29
      Joseph makes himself known—Genesis 45:1-28
      The coming of Jacob—Genesis 46:1-7, 29-32
      The home of Israel in Egypt—Genesis 47:1-11

B. The story of Moses: Compare Hebrew pastoral life with Egyptian industrial life; later conditions of Hebrew life in Egypt
   1. The Baby Moses
      His basket boat—Exodus 2:1-4

Adopted by Pharaoh's daughter—Exodus 2:5-10
Aid to the Israelites; dismissal from the royal palace—Exodus 2:11-15
Life in the Wilderness; the story of the Burning Bush—Exodus 3:1-13

2. Moses the Leader
   The Egyptian plagues—Exodus 7 to 11
   The Passover—Exodus 12:4-14
   The journey out of Egypt; crossing the Red Sea; pillar of cloud; pillar of fire—Exodus 14:5-29
   The story of manna and quails—Exodus 16:2-4, 11-16, 22-23
3. Moses the Ancient Law-giver
   The Ten Commandments—Exodus 20:1-17
   Death of Moses; Joshua as leader; arrival at the Promised Land—Deuteronomy 34:1-7

C. The story of David
1. Boyhood: shepherd boy; bravery and strength—1 Samuel 17:12-22
2. Coming of Samuel
   Anointing of David; David plays before Saul—1 Samuel 16:1-23
   David and Jonathan—1 Samuel 17:23-54
   David's victories; Saul's jealousy—1 Samuel 19:8-11
   David flees from Saul—1 Samuel 20:1-28
   The boy and the arrows—1 Samuel 20:35-42
3. David the Shepherd King
   Loyalty to Jonathan; death of David—2 Samuel 5:1-4; 8:1-18; 9:1, 3, 5, 7, 13
   David's greatness and wisdom—1 Kings 2:1-4, 10, 11, Psalms

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Jollie—Bird Stories from the Poets
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Chubb, P. & others—Festivals and Plays—Harper & Bros.
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Bible—Luke 2—
Baldwin, J.—Old Stories of the East—American Book
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Pictures

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Pictures

—Portrait of Lincoln
—Lincoln studying by the firelight
—Log cabin
—Lincoln freeing the slaves
—Blackboard stencils

ST. VALENTINE'S DAY

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Pictures

—Martha Washington
—Washington as a boy
—Mount Vernon
—Colonial Dress
—Washington Crossing the Delaware

MAY DAY

Chubb, P. & others—Festivals and Plays—Harper
Needham, M. M.—Folk Festivals—Huebsch
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Bigham, M. A.—Fanciful Flower Tales—Why Violets Have Golden Hearts—Little
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Gerson, O.—History Primer—Hinds, Hayden & Eldredge
Horsford, I. M.—Stories of Our Holidays—Silver
Schauffler, R. H.—Memorial Day—Moffatt, Yard
Wilson, L. L. W.—History Reader—Macmillan
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Poems and Stories

Bennett—Hats Off
—National Hymn, America
—National Songs
Pictures of famous battle grounds

FLAG DAY

Baker—The Story of the Flag—
Gerson, O.—History Primer—Hinds, Hayden & Eldredge
Holden, E. S.—Our Country's Flag—Appleton
Kellogg, A. M.—Flag Day in the School Room—Barnes
Ross, G. A.—Old Glory—Platt & Peck
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Stories and Poems

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Dillingham, E. P. & Emerson, A. P.—Tell it again Stories—The Five Pointed Star—Ginn
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Pictures

—The First Flag
—Betsy Ross
—Betsy Ross Home

MISCELLANEOUS

Bolton, S. K.—Girls who became Famous—Crowell
Chamberlain, J. F.—How We Are Fed; How We Are Sheltered; How We Are Clothed—Macmillan
Dobbs, Ella H.—Primary Hand Work—Macmillan
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Poulsson, A. E.—Holiday Songs—Bradley
Riley, Mrs. Alice & Gaynor, Jessie L.—Songs of a Child's World—Church

FOURTH YEAR

I. The approach: What History Is—What Evidence Is

A. Past and Present
1. Pupils' locality now contrasted with same locality when first white men came
2. Change due to community coöperation, to group activity
3. Story of this change known as *History*

B. Settlers in Our Own Local Community
   1. What we know about them
      a. Where they came from
      b. What led them to come
      c. Preparations for coming
      d. The voyage across the ocean
      e. What they found when they arrived
      f. How they met difficulties
      g. Results of their colonization of our neighborhood
   2. Why we know them
      a. Early records
      b. Legends handed down from parent to child
      c. Contemporary histories
      d. These various records known as *Evidence*

II. Early Discoverers and Explorers

The Problem: To find a new route to the East; to develop new trade routes; to Christianize the natives; to possess themselves of the riches of the New World

A. Spanish Explorers
   1. Columbus
      a. Humble parentage
      b. Love for the sea
      c. Influence of his marriage
      d. Need of route to Asia to secure teas, spices, shawls (former route cut off by Turks)
      e. The belief that the earth was round
      f. Fruitless appeal to rulers of Italy, England, Portugal
      h. His three ships
      i. Difficulty in securing sailors
      j. Fear and treachery of sailors during the long voyage
      k. Arrival and landing at San Salvador
      l. Indians
      m. Injustice toward Columbus caused by jealousy; his arrest and imprisonment; his death in poverty; his desire to prove the earth round not accomplished
      n. Suggestions for this and all succeeding topics
         (1) Correlation of History with Geography—Constant use of globe and maps
         (2) Construction
         (3) Sand table
         (4) Stories and poems
         (5) Pictures
         (6) Dramatization

2. Ponce de Leon
   a. Early life
   b. Search for fountain of youth
   c. Led out expedition and on Easter Sunday came in sight of land
   d. Named it Florida ("Feast of Flowers")
3. De Soto
   a. Desired to explore Florida in search of gold
   b. March through Florida, in which Indians were treated with great cruelty
   c. Discovered Mississippi River
   d. Death of De Soto concealed from the Indians by burying him in the river he had discovered
4. Balboa: (a) Voyages; (b) Discovery and naming of Pacific Ocean
5. Magellan
   a. Early influences
      (1) Life at court of Portugal
      (2) Discovery of new lands
   b. Unsuccessful appeal to Portugal
   c. Successful appeal to Spain
   d. Voyage
      (1) Equipment—three ships
      (2) Route—Strait of Magellan
      (3) Death
   e. Effect of Voyage
      (1) Proved the earth round
      (2) Showed actual circumference of the earth
6. Results of Spanish explorations: Spain claimed
   a. West Indies
   b. Florida
   c. Land drained by Mississippi River
   d. Southwestern United States

B. French Explorers
1. Champlain (Father of New France)
   a. Exploration of St. Lawrence River
   b. Founding of Quebec
   c. Compact with Algonquins
   d. Discovery and naming of Lake Champlain
   e. Missions
2. La Salle
   a. Claiming and naming of territory drained by this river

3. Marquette and Joliet
   a. Exploration of Wisconsin, Mississippi, and Arkansas Rivers
   b. Establishment of missions and trading posts
4. Results of French explorations: The French claimed
   a. Land drained by St. Lawrence River
   b. Canada and region about Great Lakes
   c. Land drained by Mississippi and its branches

(Note overlapping of claims in the New World)

C. Dutch Explorers
   1. Henry Hudson
      a. Nationality
      b. Reason for sailing—seeking of northwest passage
      c. Vessel—The Half Moon
      d. Discovery of Hudson River
      e. Exploration of Delaware Bay and River
   2. Results of Dutch explorations: Dutch claimed land drained by Delaware and Hudson Rivers

D. English Explorers
   1. The Cabots: Exploration of Atlantic Coast from Florida to Labrador; results
   2. Drake
      a. Seizes Spanish treasure ships
      b. Sails around the world
      c. "Singes the King of Spain's beard"
      d. The Armada
   3. Raleigh
      a. Makes two voyages to America
      b. Gains favor of Queen Elizabeth
      c. Uses fortune trying to plant colonies in the New World
      d. Reasons for failure
      e. Introduction and use of tobacco and the potato in England
   4. Results of English explorations: England claimed land reaching from Main to Florida and from the Atlantic to the Pacific

III. Early Colonizers

The Problem: To establish colonies; to secure, if possible undisputed possession of the newly discovered territory for the home country

A. Virginia
   1. Captain John Smith
   2. First settlement at Jamestown

3. Settlers hunt for gold
4. The colonists and the Indians
   a. Powhatan
   b. Pocahontas
5. Life in the Virginia Colony
   a. Homes
   b. Raising of tobacco
   c. Dress
   d. Education
   e. Social Life
   f. Means of travel
6. Coming of the Cavaliers
7. Bacon's Rebellion

B. Virginia's Southern Neighbors
1. Maryland—Lord Baltimore
2. The Carolinas
3. Georgia—Oglethorpe

C. Massachusetts

The Pilgrims

1. Life in Scrooby, England—Brewster and Bradford
2. Life in Holland
3. Captain Miles Standish
4. Voyage to America (Mayflower)
5. Plymouth—the forest home
6. The Indians
   a. Squanto
   b. Samoset
   c. Massasoit
   d. King Philip

The Puritans

1. Why they came to America
2. John Winthrop
3. Rapid growth of the colony
4. Religious persecution
5. Life in Massachusetts colonies
   a. Chief industry
   b. Homes
   c. Dress
   d. Education
   e. Social life
   f. Means of travel

D. Other New England Colonies
1. Rhode Island
   a. Roger Williams
   b. Anne Hutchinson
2. Connecticut. Thomas Hooker

E. New York
   1. The Patroons
   2. Peter Stuyvesant
   3. Capture of New York by the English
   4. Life in the New York Colony

F. Pennsylvania
   1. William Penn and the Quakers
   2. Why Penn wanted to plant a colony of his own in America
   3. How the land was obtained
      a. Grant from King of England
      b. Purchased from Indians
   4. Settlement of Chester
   5. Arrival of Penn on the "Welcome"
   6. Settlement of Philadelphia
   7. Penn's treaty with the Indians
   8. The Pennsylvania Germans
   9. The Scotch-Irish
   10. Life in the Pennsylvania Colony

G. Penn's Other Colonies on the Delaware
   1. New Jersey
   2. Delaware

IV. England Drives France out of America

The Problem: To decide whether France or England should become the predominating power in America

A. Causes of the War
   1. Rivalry of France and England
   2. Hostility between French and English colonists

B. Leading Characters
   1. Washington
   2. Wolfe
   3. Montcalm

C. Results of the War
   1. French driven out of America
   2. Way paved for American Revolution

FIFTH YEAR

I. The American Revolution

The problem: To determine whether the English colonists should be free to live their own lives without dictation from England

A. Events Leading to War
   1. England's need of money and how she tried to get it: taxes; restriction on American trade
   2. Who opposed the plan: In America, Samuel Adams and Patrick Henry; in England, Burke and Pitt
   3. The Colonies Get Together: Stamp Act Congress; Massachusetts Circular Letter; Committees of Correspondence; Continental Congresses

B. The War on Land
   1. In Massachusetts: Paul Revere's Ride and Battle of Lexington; Bunker Hill; Washington becomes Commander-in-chief; Washington drives British from Boston
   2. In Middle States: British hold New York; Battle of Trenton; Valley Forge; Jealousies and disloyalties in American forces; Burgoyne's attempt to divide American armies, its failure; help from France
   3. In South: Greene and Morgan; Washington's strategy and how it succeeded; surrender of Cornwallis

C. The War on Sea
   1. Warships ordered built by Continental Congress
   2. French ships join them
   3. John Paul Jones
   4. John Barry

D. War-time leaders in civil life: Robert Morris, Thomas Jefferson, Benjamin Franklin

II. The New Republic

The Problem: To start the new State on its way to an assured place among the nations of the world

A. Articles of Confederation and need for a stronger bond of union. Alexander Hamilton; James Madison

B. Making a New Constitution: (1) The Constitutional Convention; (2) Ratifying the new Constitution

C. President Washington: (1) His two advisers, Hamilton Jefferson; (2) Paying the country's debts; (3) Washington retires to private life

D. Thomas Jefferson: (1) His ideas about the West; (2) The Louisiana Purchase; (3) Lewis and Clark; (4) America's troubles during the war between Great Britain and France; (5) The embargo

E. James Madison and the War of 1812: (1) Andrew Jackson; Oliver Perry; (3) Thomas MacDonough; (4) What America gained in this war

III. The Middle Period (War of 1812 to Civil War)

The Problem: To extend the boundaries of the United States and to develop its wonderful resources

A. Andrew Jackson, a frontiersman, becomes president: "To the victor belong the spoils"; South Carolina defies the Union; Destroying the National Bank

B. Industrial leaders: Eli Whitney, Elias Howe, Cyrus McCormick, Robert Fulton, Samuel Morse, Cyrus Field

C. The Country Grows toward the West
1. Governor Clinton and the Erie Canal
2. Sam Houston
3. The independent State of Texas
4. The Mexican War: Santa Anna; Winfield Scott; Zachary Taylor
5. John C. Frémont, the Pathfinder
6. Discovery of gold in California
7. Oregon open to both British and American settlers
8. Marcus Whitman and the caravan of 1843
9. "54-40 or Fight"

D. Slavery and the Union
1. Why it flourished in the South
2. John C. Calhoun, defender of slavery and state's rights
3. William Lloyd Garrison, the abolitionist
4. Harriet Beecher Stowe—"Uncle Tom's Cabin"
5. Henry Clay, the compromiser
6. Daniel Webster, the orator and statesman
7. Abraham Lincoln: How he was prepared to be a leader; Lincoln-Douglas debates; Lincoln elected President

IV. Civil War

The Problem: To determine whether this Nation should be free or slave; whether it should be one great Federal State or a mere league of petty rival states

A. The North and the South
1. Secession
2. Jefferson Davis
3. Bombardment of Fort Sumter
4. Bull Run
5. Blockade of southern ports
6. Merrimac and Monitor
7. Lincoln frees the slaves in the seceded states
8. Battle of Gettysburg
9. Grant

10. Lee
11. Farragut
12. Sherman
13. Death of Lincoln

B. Reconstruction
   1. All negroes made free
   2. All negroes made citizens
   3. The franchise given to negroes
   4. The seceding states readmitted to the Union

V. The New America

The Problem: To reunite the country; to use many new inventions and discoveries for the good of all; to learn how better to lead the group life, both nationally and internationally

A. Grover Cleveland: (1) Effort to get better public officials; (2) The New South

B. William McKinley: (1) War with Spain; (2) Our Island possessions—Hawaiian Islands, Porto Rico, Philippines

C. Theodore Roosevelt: (1) Boyhood of Roosevelt; (2) Roosevelt the ranchman; (3) Roosevelt the President—The Panama Canal, The Chinese question, Roosevelt as Arbitrator

D. Woodrow Wilson: (1) World War of 1914; (2) Germany overruns Belgium and Northern France; (3) Sinking of Lusitania; (4) America's declaration of War; (5) American soldiers in France; (6) Armistice Day

E. Prominent Americans: (1) Alexander Bell, (2) Thomas Edison, (3) Jay Cooke, (4) Mark Twain (Samuel L. Clemens), (5) Clara Barton, (6) Frances Willard, (7) Susan Anthony, (8) Anna Shaw

F. Great Industries: (1) Commerce—canals, railroads; (2) Manufacturing—iron and steel, textiles; (3) Agriculture—cotton, grain, fruit; (4) Mining—coal, iron, gold and silver; (5) Stock-raising—meat packing, dairying, by-products; (6) lumbering; (7) fishing

VI. Pennsylvania

A. Indians of Pennsylvania; Families—Iroquois, Algonquins; characteristics; education, Indian names, occupations, amusements

B. Places of Historical Interest in Pennsylvania: As many places of outstanding interest should be considered as time permits. The following notable examples will suggest to

the teacher others that should not be forgotten: Chadd's Ford; Fort Pitt; Germantown; Gettysburg; Independence Hall; Valley Forge; Wyoming Valley.——After these are discussed, time should be found for talks about places or objects of local interest. This will bring history home to the pupils, and make it seem a very real thing. Fortunately, Pennsylvania is rich in historic associations.

C. Noted Men and Women of Pennsylvania: The following is only a partial list of the men and women of note whose fame has become nation-wide: Benjamin Franklin, Benjamin West; Anthony Wayne; John Bartram; Samuel Rittenhouse; Robert Fulton; Thaddeus Stevens; Governor Andrew Curtin; Dr. William Pepper; Andrew Carnegie.—As in the case of Places of Historical Interest, so here, local color should be given before the discussion ends. This may easily be accomplished through talks about local celebrities—men and women who may have just missed achieving national reputation.

STORY OF JOHN HARRIS

Many, many years ago, a man named William Penn came to America and purchased a large piece of land from the Indians. The land he bought is now our State of Pennsylvania. **John Harris, a** friend of William Penn's family, came later and bought some of this land from Penn. He started a trading post with the Indians at what is now Harrisburg. John Harris built his home there along the shores of the Susquehanna river, and the Indians came in their canoes with corn, tobacco, blankets, and other goods. The white settlers came with colored yarns, beads, fancy trinkets, etc., and traded with the Indians.

John Harris had a ferry boat that ran back and forth across the river where the Cumberland Valley Railroad bridge now stands. It was known all around as Harris' Ferry. Other settlers came to Harris' Ferry and built their homes, and finally it grew to be a nice little town. Then the people named it Harrisburg, after John Harris.

One time, some Indians came to Harrisburg to trade with the white settlers. Some of the Indians had been drinking, and were fighting and causing trouble. John Harris tried to settle their quarrel, and asked the Indians to go home. This made some of them angry. They hid themselves until dark and watched for John Harris. They caught him and tied him to a tree in front of his home. Then they brought leaves, sticks, and pieces of wood and piled them about his feet to burn him. Harris called for help, but the Indians were making so much noise, dancing and whooping around him, that the white settlers did not hear his cries.

Some friendly Indians on the other side of the river heard the noise. They knew that the Indians had been quarreling and suspected that they were doing something wrong. They jumped into their canoes and hurried across the river, with their tomahawks in their hands. The Indians had lighted the fire and were beginning to burn Harris. They arrived just in time to cut the ropes and set him free. They punished the quarrelsome Indians and drove them to their homes. You may be sure John Harris was very grateful to those friendly Indians.

The next time you are in Harrisburg, go down to Harris Park and see the spot where the old tree stood to which John Harris was tied. When John Harris's father died, he was buried at the foot of the great tree. You will see the stone marker for his father, with an iron fence around the spot. It will tell you that here lies the father of John Harris, the founder of Harrisburg.

The people of Harrisburg tried to preserve the trunk of the old tree. It stood for many years, but it finally fell into decay and had to be removed. You will enjoy seeing this interesting little spot in the history of your capital city.

If you wish, you can go out to Paxtang and visit the little old cemetery of the Paxtang church. There you will see the grave of John Harris. You will also see the graves of many of the old settlers who helped John Harris in the founding of Harrisburg.

SIXTH YEAR

EUROPEAN BACKGROUND OF AMERICAN HISTORY

I. The Approach

This should consist of a rapid survey of the development of Early Man through the successive stages covered in Grade Three: Tree Dwellers, Cave Dwellers, Sea Dwellers, Pastoral People (Bible times). This will bring the story down to the two great Oriental civilizations of recorded history—those of the Nile and the Tigris-Euphrates valleys.

The pupils are now ready to fill in the break between the close of the Third Year and the beginning of the Fourth Year. In other words, they are prepared to trace the growth in civilization, in group mindedness, that separates the *primitive* people under primitive conditions and the *civilized* (pioneer) people under primitive conditions. They already know the beginning and the end of the story; they are now to discover what ties them together.

II. The Orient

A. People of the Nile Valley: (1) as farmers; (2) as skilled workmen; (3) as builders

B. People of the Tigris-Euphrates Valley: (1) as farmers; (2) as skilled workmen; (3) as builders
C. The Phoenicians: (1) as shipbuilders; (2) as navigators (3) as traders
D. The Hebrews: as moral and religious teachers

III. The Greeks

A. The Greeks; why we remember them: (1) stories already learned through supplementary reading; (2) noted Greek cities which still exist; (3) unforgotten memories of Greek courage
B. The Greeks as builders and artists: (1) famous buildings; (2) famous pictures and statues
C. Greek boys and Greek men: (1) The Greek boy; training and amusements—at Athens, at Sparta; the Olympic games; (2) Greek men; their love of ruling themselves; (3) The story of Socrates, one of the greatest of the Greeks
D. Men who carried Greek ways of living to other lands: (1) Sailors, traders, and colonists; (2) Alexander and industrial expansion

IV. The Romans

A. How the Romans began: (1) stories about the Romans already learned; (2) early Rome and her neighbors
B. How Rome conquered the lands about the Mediterranean; Italy, The East, The West, The South
C. The Romans in the West: (1) Their greatest general, Julius Caesar; (2) Caesar and the Germans; (3) Caesar and the Britons
D. Rome, capital of an empire: (1) Caesar's successors called emperors; (2) How Rome looked; (3) Roman books
E. Rome and Christianity: (1) The early Christians in the empire; (2) The empire conquered by Christianity

V. The Teutons

A. The Germans: Goths, Angles, Saxons, Franks
B. Alfred and the English: (1) English of Alfred's day; (2) Vikings; (3) Alfred and the Danes; (4) Alfred as king
C. How the English began to win their liberty: (1) A wicked king, John Lackland; (2) The Great Charter (Magna Charta Day, June 15, should be observed by the class with appropriate exercises); (3) The charters strengthened
D. How people lived in England and in Europe during the Middle Ages: (1) the towns; (2) the village life; (3) the nobles
E. The Church in the Middle Ages: cathedrals; monasteries

VI. The Old World and the New

A. Pilgrimages—Crusades: (1) Pilgrimages—Christian; Mohammedan; (2) The Crusades—The First Crusade; Richard the Lion-hearted; The Children's Crusades; (3) Results of the Crusades—Effect on Venice; effect on other trading cities; what the Europeans learned in the East or through contact with the Moors in Spain

B. The discovery of the Western World
   1. Beginning of discovery—voyages of the Northmen; Marco Polo; Portuguese
   2. Columbus
      a. His early life
      b. His voyages
   3. The successors of Columbus
      a. How America came to be named for Amerigo Vespucci rather than for Columbus
      b. John Cabot and his discoveries
      c. Vasco da Gama
      d. How Balboa found the South Sea (Use map)
      e. The Story of Magellan's voyage (Use map)
      f. Cartier
   4. Beginnings of conquest
      a. Story of Cortez (Use map)
      b. Story of De Soto (Use map)

C. European rivalries which influenced conquest and colonization
   1. England in the days of Elizabeth
      a. Stories of "Good Queen Bess"
      b. English seamen and the King of the Spaniards
   2. France, another rival of Spain
      a. The story of Bayard
      b. The French and the Spaniards in a conflict in America
   3. The King of Spain attacked by his subjects, the Dutch
      a. The Dutch
      b. Their quarrel with the King of Spain
      c. The revolt of the Dutch
   4. Englishmen join in the fight against Spain
      a. English and Dutch; Story of Sir Philip Sidney
      b. War between England and Spain
      c. Story of the Great Armada and its ruin
   5. English voyages westward
      a Story of Gilbert

b. Story of Raleigh's first colony (Use map)
c. Raleigh's second attempt; why it failed and what he had accomplished—map

D. Permanent settlements in America: Group the settlements about the following outstanding figures in early colonial history
1. John Smith
2. Miles Standish
3. Peter Stuyvesant
4. William Penn

Note briefly the main results of the period of colonization.

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SYLLABUS IN UNITED STATES HISTORY

The aims and principles of the Course in History are a unit throughout the elementary and junior high grades, consequently the General Introduction for the earlier period is repeated for the later period.

Introduction. The teacher is requested to read carefully the Introduction to the course in Civics for grades I–IX. The fundamental aims, principles, and methods there enunciated are, in the main, applied to the work in history for the corresponding grades. The aim of both is to train in citizenship; the one through the study of community coöperation and the practice of group activity, the other through a study of the growth of community consciousness and the development of coöperative democracy. In short, history is past civics—civics is present history.

Only in the matter of class activity does the history differ materially from the civics. In the latter the way is open to varied individual and class projects for civic usefulness. In the former the history is made to serve as a background of modern civic problems, and hence becomes a contributing cause of any civic activity that may result.

Probably the chief contribution that history makes to the social consciousness of the young citizen is to excite the emotions, to arouse interest, to steady the judgment, to discover the like-mindedness that holds mankind together. This contribution comes largely through an intelligent study of the forces that have made for progress through the development of social institutions.

The teacher must not be discouraged at the length of time it takes for the pupils to become historically-civically minded. During the early years of school life the child's interests are mainly in his immediate surroundings. He is thinking rather of the individual than of the group to which that individual belongs. His imagination is strong and vivid. Later he passes into a stage of idealization, of hero worship. But it is not before the seventh grade, the beginning of adolescence, that the child reaches the organization, the "gang spirit" stage, where he is ready for consecutive, cause-and-effect history. The attempt has been made in the Course of Study to suit the progression of history work to the psychic changes of the child.

Class work for anniversary days is continued only through the first three years, and thereafter will merge in the general school celebrations or in the regular class work in history.

Indians, Eskimos, and our western Cliff Dwellers are taken up in the first two years, both because they appeal to the child of that age

and because they lend themselves readily to constructive activities—"expression work"—of all kinds. In the third grade the children are taken back to the days of primitive man—tree dwellers, cave dwellers, sea dwellers, pastoral people. This should make a lasting impression on the young minds as to what human beings were like in early times, in a primitive environment, when they were just learning to lead the group life.

In the fourth grade the scene is shifted from that of a primitive people under primitive conditions to a civilized (pioneer) people also under primitive conditions. With the former, progress in the art of living and in learning to lead the group life is slow and painful; with the latter, progress is rapid and pleasureful. The contrast is full of meaning. In the fifth grade this marvelous progress in human achievement is traced down to the present day—of course in story form.

The children are now ready to fill in the intervening space between primitive man and the pioneer. Accordingly, in the sixth grade a rapid survey of our European background is taken in story form. This serves a twofold purpose: to complete a first history cycle, and at the same time to form the first part of a second cycle—completed by the United States history of the junior high school.

Not before the seventh grade is reached should consecutive history be attempted. Not before that period has the child reached the cause-and-effect, organization stage, where he is ready to understand and enjoy formal, chronological history. And even then, care must be taken that the history studied shall be full of activity—full of human interest.

With *dates* properly subordinated to *life,* junior high school history becomes of absorbing interest to the normal boy and girl. Reverse the emphasis and the history is a dreary desert, a desolate waste where the only guide is a more or less retentive memory. Which do we want our history to be?

Aims of the course. Preparation for good citizenship must be the goal of schools supported by public taxation. We prove fitness for community life and service when we willingly and intelligently coöperate in order to solve the problems of our democracy. It is in laying the foundations for this intelligence and in building up this sense of individual and group responsibility that the social studies function in the program of studies.

The complex social and economic problems of our day can not be settled in the classroom by citizens of junior high school age. Yet we must remember that classroom life is part of the real life of the pupil. Today's actions and ideals, determined through a process of

"variation, selection, and fixing", are the foundation for tomorrow's reaction. This belief has guided us in the selection and organization of the material presented in this outline for junior high school history and has aided us in the formulation of the following aims:

1. To give the pupil a clear idea of the chief events in the history of the American nation and to train him to use this historical knowledge to interpret present-day conditions
2. To bring to the attention of the pupil those factors in the industrial and social development of the United States which have brought about existing social, economic, and political problems
3. To give the pupil an intelligent appreciation of the place in the world which our national community has held from time to time
4. To give the pupil an appreciation of the importance of leadership in community progress

These general aims can be realized through the setting up of specific aims for each day's work. The lesson plan is the tool by means of which aim is converted into accomplished fact. Careful planning not only increases the efficiency of each day's work, but also enables the classroom teacher to see the work of each day as an integral part of the whole.

Regardless of what the specific aims may be, the underlying motive in the whole situation comes from the realization that historical instruction is directed toward the development of certain characteristics of good citizenship—civic intelligence, civic attitudes and ideals, and civic habits.

Because of its social content and because it necessitates the working out of social problems with social data, history offers a peculiar field for social practice. Therefore a socialized method of procedure should be followed wherever possible in the realization of each day's aim.

The history recitation will assume a variety of forms. Today it may be a study lesson, and resemble a laboratory in which teacher and pupil coöperate in solving some definite problem; tomorrow perhaps it will be a textbook drill, review, or recitation lesson; while at another time we may find the teacher scientifically measuring the results of his efforts.

The teacher can not guide unless he knows how to do what he wants the pupils to do. A history teacher should be familiar with methods of study adapted to attacking and solving problems as they

are met in the historic field. The student must be carefully guided in the acquisition of the skill necessary for attacking the problems to be solved, and it is the duty of the history teacher to assist the pupil to gain this technique.

The references given under "The Point of View" will be found indispensable for the teacher who would become skillful and professionally minded.

UNITED STATES HISTORY

SEVENTH YEAR

I. The English Colonies in America Achieve Their Independence

A. The Colonies before the Revolutionary War

1. Social and economic conditions in the colonies on the eve of the Revolution
   a. The means of satisfying fundamental human wants in colonial America
   b. The means of satisfying fundamental human wants today
2. Factors hindering colonial unity
   a. Poor means of transportation and communication
   b. Economic differences
   c. Religious and social differences
   d. Territorial disputes
3. Factors promoting colonial unity
   a. Common enemies
   b. Relations with England
      (1) Economic
      (2) Governmental—English government and colonial affairs
4. Growth of democratic ideals—increase in popular control of government
5. Grievances of the colonists
   a. Economic
   b. Political
   c. Democracy versus autocracy
6. Development of idea of independence
   a. Rights of Englishmen
   b. Rights of Man
7. Declaration of Independence
   a. Statement of grievances
   b. Declaration of common rights and purposes

B. The War for Independence

1. Difficulties confronting the colonists
   a. Lack of military supplies
   b. Lack of trained soldiers
   c. Lack of money

2. Circumstances in favor of the colonists
   a. Distance from England (soldiers to be transported)
   b. Frontier character of war area (difficult for foreign troops to hold)
   c. Unpopularity of England in Europe (leading eventually to help from abroad)

3. Steps in the conflict
   a. Campaigns in the North
   b. Campaigns in the South
   c. Some famous sea fights
   d. Contrasts with recent World War

4. Financing the war
   a. Continental currency (paper money)
   b. Robert Morris
   c. Help from Europe

5. Results of the war
   a. Independence acknowledged
   b. Boundaries defined
   c. Canada remains with England

II. The New National Community

A. Establishing a Nation

1. A critical period
   a. Domestic problems
      (1) Governmental weakness
      (2) Conflicts in interests
      (3) Economic situation
      (4) Western land and land claims
   b. Foreign relations
   c. Recognition of interdependence and of need for stronger government as a means of coöperation

2. The Constitution—a set of rules for securing coöperation in achieving the common purposes of citizens
   a. Leaders in the constitutional convention
   b. The Constitution—a heritage

(1) The preamble
(2) Important features
(3) The bill of rights

3. The organization of the new government

B. Federalist supremacy

1. Domestic problems
   a. National credit
   b. The question of the frontiers
   c. The authority of the national government at home
      (1) Majority rule versus minority desires—excise laws
      (2) Doctrine of State Rights
         (a) Alien and Sedition Laws
         (b) Virginia and Kentucky Resolutions
2. Foreign relations
   a. French Revolution
   b. American interests in European struggles—interdependence of nations
   c. American policy of neutrality
   d. Relations with England and France

C. Republican control

1. The election of 1800
   a. Jefferson's simplicity and democratic economy
   b. Internal improvements
2. Aggressive diplomacy
   a. The Barbary Wars
   b. The Louisiana purchase
      (1) Story of the control of Louisiana
      (2) American need for Louisiana
      (3) The purchase
      (4) Political results of the purchase
3. Passive diplomacy
   a. Napoleon Bonaparte and new wars in Europe
   b. The commercial situation
   c. Violation of American rights
   d. Embargo and Non-Intercourse Acts (Comparison with situation during the World War)
4. The War of 1812
   a. Causes
   b. Meeting problem of war

c. Local increases versus national interests
d. Results—beginning of commercial and economic independence

III. Problems of a Growing National Community

A. Internal affairs

1. New industrial conditions
   a. The industrial revolution in England
   b. Cotton and the cotton-gin
   c. Other labor-saving machinery in America
   d. Factories and the factory system
   e. New means of transportation

2. Settlement of the West
   a. New homes and the means of reaching them
   b. Settlers
      (1) European immigration: causes
      (2) Immigration from East to West: causes
      (3) Life of the settlers
         (a) Economic problems
         (b) Social problems
         (c) Political development
         (d) Comparison with present conditions

3. Economic background of political problems
   a. Free labor versus slave labor
      (1) Missouri question and its settlement
      (2) Slavery and expansion toward the southwest
   b. Tariff and internal improvements
      (1) Henry Clay and the American system
      (2) The tariff controversy
   c. The bank problem: The panic of 1837 and the United States treasury

4. Progress in democracy
   a. Extension of the suffrage: influence of the West
   b. New campaign methods
   c. Civil service
   d. Education advances: The growth of public education
      (1) Comparison with the Revolutionary period
      (2) Place of Pennsylvania in educational advance
      (3) The present situation (see civics outline)
      (4) Comparison with conditions in other nations
   e. Intellectual attainments
      (1) Development of American literature

(2) Newspapers and periodicals

f. Social reform
   (1) Rise of the Prohibition movement
   (2) Prison reform
   (3) Rise of the anti-slavery movement
   (4) Rise of the labor movement

g. Religious liberty—separation of Church and State
   (1) Purposes
   (2) Relation to other problems of democratic development

B. Foreign relations

1. European and American affairs
   a. Spain and the purchase of Florida; American claims on Texas and Oregon
   b. Russian advance in the West
   c. New republics in the Spanish colonies
   d. The Monroe Doctrine
      (1) The Holy Alliance
      (2) The position of England
      (3) The extension of the doctrine of neutrality
      (4) Early application and present status

2. American neighbors and American affairs
   a. Texas and its annexation
   b. The Oregon question
   c. Difficulties with Canada
   d. The Mexican War: causes, results

C. The problem of expansion

1. California and the discovery of gold: transportation, political control

D. Division within the United States

1. The new territories and the slavery problem
2. Comparison of progress in North and South
   a. Growth in population
   b. Industrial conditions
   c. Transportation and communication
   d. Social conditions
3. Sectional differences acute
   a. The Kansas-Nebraska question; the Republican party
   b. The Dred Scott Decision
   c. The election of 1860
4. The secession movement

5. The Civil War
   a. Lincoln's character and personality
      Public utterances—Gettysburg address
   b. Resources of the sections
   c. Financial problems involved
   d. Foreign relations
   e. Emancipation
   f. The military development
      Pennsylvania's part in the Civil War
   g. The results of the war

E. Rebuilding the Nation—Reconstruction
   1. Congressional vs. Presidential policy
   2. Constitutional adjustments
   3. Currency problem
   4. The National Community at the end of political reconstruction
      a. Social conditions
      b. Industrial conditions
      c. Comparison with the Revolutionary period and with the present

IV. The National Community today as compared with the National Community of the Civil War era. A survey of the United States with reference to

A. Present territory

B. Population
   1. Numbers
   2. States of the Union
   3. Composition—racial elements
   4. Growth of cities

C. Wealth
   1. Present state of development of natural resources in the United States
   2. Present state of development of means of transportation and communication
   3. Present state of development of the manufacturing industry
   4. How business is carried on in the United States
      a. New conditions demand new types of business organization
      b. Corporations—trusts
   5. Labor as an element in the production of wealth
      a. Power of organized labor

b. Workers as capitalists
(1) Individual savings
(2) Coöperative control of business

6. Growth of capital
a. Savings of the people of the United States
b. Use of capital in business

7. Relationship between government and business
a. Influence of business in the national government as shown in the establishment of new executive departments
b. Governmental regulation and control of business
(1) Government finance and American business
(a) Control of banking
(b) Taxation and business
(c) Government expenditures
(2) Governmental bodies concerned with business
(a) Interstate Commerce Commission
(b) Railroad Labor Board

8. Relations of the United States with other nations in business
a. Condition of foreign trade
b. United States a creditor nation rather than a debtor nation

4. Pennsylvania as a contributor to the wealth of the nation

D. Increased democracy in government
1. A new interpretation of the word "democracy"
2. New relations between the individual and his government
a. More direct government, less indirect government in national affairs
b. Local government
3. Conduct of campaigns and elections
4. Suffrage
5. The civil service
6. New conceptions of the function of government
7. Increased social legislation

E. International relations
1. United States as a world power
a. Our relations with our American neighbors
b. Our position in the Pacific and the Far East
c. Our relations with Europe
2. Internal aspects of international problems
a. Immigration as an international problem

b. American capital in foreign fields
c. Relation of international problems to American public opinion

F. Standard of Living
1. Luxuries become necessities
2. Old wants satisfied in new ways—horses vs. automobiles
3. New wants created
4. Health and sanitation

G. Education
1. New opportunities
a. Common school education for all
b. Higher education
c. Women and education
2. Increased importance of education

H. Literary and artistic position
1. American contributions to literature
2. Appreciation of art and music

I. Religious and moral progress
1. Importance of organized religion
2. New civic consciousness
3. Changed business morality
4. New attitude toward social delinquents
5. National conscience toward international problems—relief work in foreign countries

V. How our National Community has reached its present position

A. Our growth in territory

1. Review of the territorial growth of the United States prior to the Civil War
2. Alaska
3. Hawaii
4. Samoan and other Pacific islands
5. The Spanish cessions
a. The Spanish-American War
b. New possessions and new responsibilities
(1) Our attitude toward the Philippines
(2) Our attitude toward Cuba
6. Panama Canal Zone
a. Problems of communication
b. International relations involved
c. American conquest of the tropics

7. Guardianship of the Caribbean
   a. Relations with Cuba
   b. United States in Haiti and San Domingo
   c. Nicaragua canal route
   d. Acquisition of the Virgin Islands

B. Our growth in population
   1. Increase in population (statistics)
      a. Race and nativity
      b. Density
      c. Urban vs. rural growth
      d. New problems of the cities
         (1) Increasing functions of city government
         (2) Increasing expenditures of city government
         (3) New attitude toward city government
         (4) New forms of city government
            (a) Reasons for changes
            (b) Advantages and disadvantages of the new plans
            (c) Government in Pennsylvania cities
   2. Immigration
      a. "Old immigration" vs. "new immigration"
      b. Causes
      c. Effects: industrial, social, political
      d. Contributions of foreign elements to American life
      e. Restrictions on immigration
      f. Americanization programs
   3. Race problems
      a. Indian
      b. Negro
         (1) Division of opinion among white people
         (2) Division of opinion among negroes
   4. Movements of population within the United States
      a. Causes
         (1) Industrial development of the United States; new sources of wealth in the United States
         (2) Development of transportation; railroads and the changing frontier
         (3) Public land policy: Homestead act; Reclamation projects
      b. Influences of the new sections on the old

C. Our growth in wealth
   1. Natural resources
      a. Agricultural growth of the country
         (1) Influence of agricultural inventions

(2) The New South in agriculture
(3) The United States government and agriculture
  (a) New agricultural products
  (b) Weather bureau and agriculture
  (c) Reclamation service
  (d) Government assistance in eradicating agricultural pests
  (e) Farm Loan Act
(4) Growth of agricultural education
(5) The influence of transportation on the development of agriculture
(6) The farmer in politics
  (a) The grange movement
  (b) Agriculture and government regulation of means of transportation
  (c) Populism
  (d) The problem of silver
  (e) Non-partisan movement
(7) Agriculture as a factor in winning the war

b. Mining
(1) Oil and gas
  (a) The discovery of oil
  (b) The growth of the oil business; Standard Oil Company
  (c) New oil fields
  (d) Oil as a factor in modern life
  Transportation
  New industries and petroleum
  (e) The gas fields of the United States
  Natural gas and development of manufacturing
(2) Iron
  (a) Finding new iron fields
  (b) The age of iron and steel: New methods of manufacturing; new uses of steel products
  (c) Dependence of industry upon iron and steel
(3) Coal
  (a) New coal fields
  (b) Coal and the production of power
  (c) By-products of the coal industry
(4) Gold and silver

(a) The discovery of new sources of the precious metal; the settlement of the West; the rush to Alaska

(b) The influence of the precious metal on the financial policy of the United States; status of the currency system of the country at the close of the Civil War; resumption of specie payment. Influence of silver production on governmental policy; government purchases of silver
The currency problem; gold standard vs. bi-metallism; establishment of the gold standard

c. Lumbering
(1) The growth of the lumber industry
(2) Public land policy and the development of the lumber industry

d. Conservation of natural resources
(1) Recognition of need for conservation; waste of resources
(2) Government action for conservation; national, state—Pennsylvania
(3) Growth of State and national parks

2. Land transportation
a. Railroad growth in the United States
(1) Transcontinental railroad systems
(a) State and national assistance
(2) Influence of railroads on the industrial development of the United States
(3) Government regulation of railroads
(a) State public service commissions
(b) Interstate Commerce Commission
(c) Regulation of rates
(d) Size of crews and hours of labor
(4) Government control of railroads as a war measure
(5) Regulation vs. control as a governmental policy

b. The good roads movement
(1) The automobile and the demand for better roads
(2) Pennsylvania and the good roads movement; historic highways of Pennsylvania

3. Water transportation
a. Development of our inland waterways

(1) Internal improvements and industrial development
(2) Internal improvements and political log rolling

b. The merchant marine
(1) Iron ships and the decline of the merchant marine; American commerce under foreign flags
(2) The Great War and a new merchant marine
(3) Relation of United States government to a merchant marine
(a) Shipping laws
(b) Government assistance
(c) United States Shipping Board

4. Air transportation
a. American inventors and air transportation
b. Influence of the war on the development of flying
c. Commercial use of the new means of transportation

5. The growth of the United States postal service
a. Rural free delivery
b. Postal savings bank
c. Parcel post

6. Growth of new means of communication
a. Invention and development of telephone, telegraph, cable, wireless
b. Results of increased facility in communication: social, political, industrial

7. New means of rapid transit in cities; civic questions involved

8. Growth of manufacturing in the United States
a. Influence of the Civil War on manufacturing; war tariffs and protection of American industry
b. Growth of American manufacturing
(1) Expanding American market for manufactured goods
(2) American inventions
(3) Tariff legislation and protected industries; reciprocity tariff measures
(4) Growth of large corporations
(5) American manufactures and the growth of foreign trade
c. The New South in manufacturing; the new industries in the South

d. Immigration and the labor factor in manufacturing; contributions of the immigrant to the growth of manufacturing

9. Business organization in the United States
   a. Growth of large corporations
      (1) Advantages of large scale business
      (2) Dangers of large scale production
   b. Chain stores, mail order houses, department stores
   c. Legislation concerning business organization
      (1) Sherman Anti-Trust Act; good trusts and bad trusts
      (2) Clayton Act
      (3) Federal Trade Commission
   d. Growing power of capital in business control
      (1) Power of "captains of industry"
      (2) Contributions to American progress made by men who have developed great industries
   e. Corporations and government
      (1) Control of natural resources
      (2) Control of franchise rights
      (3) Public contracts
      (4) Changing public sentiment toward corporate influence in government

D. Labor and Capital

1. Present economic limitations on the freedom of labor Disappearance of public land
2. Growth of organized labor
   a. Knights of Labor
   b. Labor unions
   c. American Federation of Labor
3. Influence of organized labor
   a. Increase in social legislation
   b. Influence on spread of popular education
   c. Financial power of organized labor: unions as business organizations
   d. Collective bargaining and conditions in industry
4. Labor struggles
   a. Strikes and boycotts in American industry
   b. Employers' weapons in industrial conflicts: use of blacklists
   c. Industrial arbitration
      (1) The government as a representative of the public

(a) Department of Labor
(b) Industrial Relations Commission
(c) United States Department of Justice and industrial conflicts
(d) Courts of Industrial Relations

(2) Growing influence of workers in management of industries; coöperative control
(3) Growth of the I. W. W.
(a) Responsibility of American industry for the floating labor population
(b) Economic inequalities and un-American ideals

d. The rise of Socialism; American attitude toward socialism
e. Pennsylvania's labor problems

5. Capital in American industry
a. Financing American industry after the Civil War
(1) Use of foreign capital
(2) Governmental assistance
b. The growth of capital; increase in per capita savings
c. The World War and American control of American securities
d. The thrift movement

6. Government and business
a. Growth of new executive departments
b. Banking in the United States
(1) Establishment of national banks as a Civil War measure
(2) Growth of banks
(3) The Federal Reserve System
(a) Periods of financial stress and panics; industrial development and financial stress
(b) Weathering the business reconstruction after the World War
c. Growth of government expenditures: national, state, local
d. Taxation and government expenditures
(1) Tariff as a means of revenue
(2) Use of new forms of revenue
(a) Income taxes—amendment of Federal Constitution
(b) Luxury taxes
(3) The war revenue measures

(a) Relation of taxes to business development
(b) Tax revision problems

c. Development of state and federal control of business; government commissions

7. Business relations of the United States and foreign countries
   a. Growth of foreign trade
      (1) International problems related to commercial expansion
         (a) "Open door" in China
         (b) Mandates under the League of Nations
         (c) International communication and foreign trade
      (2) Governmental assistance to foreign trade; work of United States consul and trade representatives
   b. The World War and international trade
      (1) The changing balance of trade
      (2) American securities settle European debts to United States
      (3) Influence of condition of foreign exchange on foreign trade
      (4) American assistance to foreign industry; rehabilitation of foreign industry and industrial development of United States

8. Development of Pennsylvania's industries
   a. Mineral development
   b. Manufacturing development
   c. Pennsylvania's contributions to the United States and the world
      (1) Federal revenue from Pennsylvania
      (2) Wealth of Pennsylvania used by rest of world

E. The progress of democracy

1. New ideas of "democracy"
   Democracy industrial and social as well as political
2. Political democracy
   a. Civil service reform
      (1) Civil service in the national government; steps in establishing the merit system
      (2) Civil service in state and city government
   b. Democratic progress in political activity
      (1) Suffrage changes

(a) Maintenance of white supremacy in the South
(b) Woman suffrage
(2) Constitutional recognition of the progress of democracy
(a) Popular election of United States senators
(b) Woman suffrage amendment
(3) Changes in the machinery of elections
(a) Australian ballot
(b) Primary elections
(c) Short ballot movement
(d) Parties and conventions
(4) Initiative, referendum, and recall
(5) Progress in local government: new forms of city government

c. Social activities of government
(1) National government; growth of government machinery for social well-being; Children's Bureau
(2) State governments; progress of Pennsylvania

F. International relations

1. United States as a world power
a. Our relations with North America
(1) Canadian fisheries dispute
(2) The Mexican trouble
(a) Early relations with Mexico
(b) American business men and development of Mexican industry
(c) Mexican revolutions
(d) Military activities in Mexican difficulties
(e) The policy of non-intervention
b. Our relations with South America
(1) The A. B. C. countries
(2) American business and revolutionary governments
(3) Columbia and the Panama dispute
c. Applications of the Monroe Doctrine
(1) The French in Mexico
(2) Venezuela
(a) Great Britain
(b) Germany
(3) Influence of the Monroe Doctrine on our relations with Latin-American countries

d. The Pan-American Union
e. Our position in the Pacific and the Far East
   (1) Relation with Japan and China previous to the Civil War; opening of Japan
   (2) Growth of American trade in the Orient
   (3) Our attitude toward China
      (a) The "open-door" policy
      (b) The Boxer trouble
      (c) Attitude of the people of the United States toward Oriental sections of Versailles treaty
   (4) American responsibilities in the Orient resulting from the Spanish-American War
f. Our relations with Europe
   (1) Growth of movement toward international peace
      (a) Arbitration treaties—the Alabama affair
      (b) Recent progress (Roosevelt, Taft, Bryan)
      (c) America's participation in Peace Conferences
   (2) American trade relations with Europe
g. The United States and the World War
   (1) The outbreak of the War
   (2) The United States as a neutral nation
      (a) Relations with the Allies
      (b) Relations with the Central Powers
   (3) The United States as a belligerent
      (1) Raising an army
      (2) Financing the war
      (3) Feeding the nations
      (4) Military activity
      (5) The treaty of peace—the United States a nation fighting for ideals

2. Internal aspects of international problems

   a. International problems and the American public
      (1) The United States and the ratification of the Treaty of Versailles; League of Nations
      (2) The aftermath of war
         (a) Decline of spirit of self-sacrifice
         (b) Extravagance
         (c) Problem of the ex-soldier
      (3) Relations with Russia
      (4) Problems resulting from the war

(a) Cost of living
(b) Business depression
(c) Currency
(d) Taxation
(e) Disarmament

(5) American help in the recovery of Europe

b. Immigration as an internal problem
(1) The Japanese in our western states
(2) New restrictions on immigration; causes

c. American assistance and the development of foreign resources
(1) American skill in foreign fields—Asia, Africa
(2) American capital
(a) The Chinese Consortium
(b) Credit to Europe

G. Standard of living

1. American homes
a. Improved building
b. Conveniences in the home
(1) Invention of labor-saving devices
(2) Applications of electricity

2. American cities
a. Development of health and sanitation in cities
(1) Street paving
(2) Lighting systems
b. Transportation in our cities
c. Work of city planning commissions

3. American country life
a. The passing of isolation: influence of good roads, automobiles, telephones, rural free delivery
b. City conveniences in the home

4. Influence of inventions on life of people
a. Sewing machine and ready-made clothing
b. The phonograph and musical appreciation
c. The moving picture and the growth of cosmopolitanism

5. Immigration and American standard of living
a. Position of women
b. Health and sanitation

H. Education

1. Growth of schools and colleges

a. Development of popular education: elementary; secondary
b. Growth of higher education: State-supported colleges
c. National assistance to education

2. Educational extension
   a. Development of vocational educational
   b. Growth of extra-mural college education; correspondence schools
   c. Growth of libraries and community centers
   d. Chautauquas
   e. Magazines and newspapers
3. The education of women
   a. Opportunities for higher education
   b. Opportunities for professional education

I. Literary and artistic development

1. Americans as readers
   a. Growth of the publishing business
   b. Growth of American newspapers and magazines
   c. American novelists, poets, short story writers
   d. Growth in professional literature: history, science, etc.
2. Growth of artistic taste
   a. Costume designing
   b. Home decoration
   c. Industrial art
   d. Civic art
   e. American artists
   f. American music and musical development

J. Religious and moral progress

1. Growth of American churches
   a. Work of churches in community service
   b. Missionary work
2. Growth of civic consciousness
   a. Growing public opinion in respect to responsibility of public servants
   b. Development of organizations concerned with promotion of civic welfare, for example, Civic Club, Board of Trade, Chamber of Commerce
3. Growth of new relations in business
4. Development of changed attitude toward social delinquents

a. Prison reform
b. Provision for juvenile delinquents
(1) Juvenile courts
(2) Reform schools

5. Our international conscience: American contributions to welfare work the world over
a. Work of the Red Cross in foreign fields
b. Relief work
6. Use of American fortunes for service to the nation: Carnegie, Rockefeller, Sage, etc.

K. Matters of pride for Americans

1. Our material progress
a. The conquest of territory
b. The production of wealth
2. Our contributions to world progress
a. Scientific work
b. Growth of ideals
3. The leaders in our development

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World Almanac and Encyclopedia—Press Publishing

Teachers of junior high school history will find it profitable to consult the reference lists given for sixth grade European Background and for senior high school European and American history.

Andrews, Gambrill, and Tell—Bibliography of History for Schools and Libraries (with descriptive and critical annotations)—Longmans, Green
—An American Citizenship Course in United States History, Books III and IV.—Scribners
Readers' Guide to Periodical Literature

SYLLABUS IN ARITHMETIC

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The general purpose of teaching arithmetic in the first six grades is to develop skill in the fundamental operations applied to integers, common fractions and decimals, to give to the pupils an understanding of the common quantitative aspects of their environment, and the ability to undertake intelligently the arithmetical tasks of everyday life.

FIRST YEAR

The aim of the arithmetic work in the first year is to utilize the concrete number experiences the children have, and to provide appropriate new experiences.

The work will be almost exclusively oral.

Advantage should be taken of opportunities to make clear quantitative relations as they arise in the course of the year's regular activities, but care should be taken that the number work is not overemphasized.

Construction work affords opportunity to require folding, measuring, cutting, pasting. These exercises involve the use of terms of position (as *first, right, upper);* of quantity (as *more, larger, longer, one-half);* of form (as *square, circle.)*

Bed-stringing, work with blocks, seeds, sticks and tablets give practice in sight recognition of small numbers of objects; and furnish opportunity for laying the foundations of fundamental processes; as two groups of 3 blocks, 6 blocks; 3 groups of 2 blocks, 6 blocks.

In the course of the class work, there will be opportunity to count the various items used in construction work; to count the erasers and crayons at the blackboard; the number of girls in the third row.

Control of the spoken language of number is acquired through exercise in counting objects; by the repetition of the number-names in order; by counting in nonsense rhymes, and in games—as by 5's and 10's to 100 in Hide and Seek; by indicating position, as calling for the name of the third child in the second row, and in choosing sides for games. Scoring, choosing up, playing store, afford valuable opportunities for exercise in the use of number-language.

The child's experiences outside the school room are vividly interesting to him and should be called upon in this connection. The affairs of the folk in his family, the number of rooms in his house, the behavior of his playmates, the articles bought at the grocery and meat market, pints and quarts of milk, the number of houses in the block, automobiles, bicycles, his pets—all these provide opportunities to talk about numerical relations.

Control of the written language of numbers is to be acquired by blackboard work, carefully supervised to prevent formation of incorrect habits.

At the end of the first year, the child should know:

1. How to count objects by 1's to 50, by 2's to 20, by 5's to 25.
2. How to write any number to 25.
3. Combinations of two numbers of one figure each, sums 9 or less; also the corresponding differences.
4. How to solve very easy, one-step concrete, oral problems within the limit 10.
5. Certain measures: as nickel, dime, pint, quart, inch, foot, yard, day, week.
6. The number sequence to 100.

SECOND YEAR

In order that numbers may be used with facility, the number-idea must become separated from the objective experiences that gave it meaning until the number-idea stands alone and can be used in connection with any objects. This process of abstraction is a long and gradual one, brought about by the repeated use of the same number of different objects.

Oral work predominates in this year. The first half year's work should be almost entirely oral; in the second half of the year, at least half of the work should be oral.

In learning the tables, the different combinations are not equally difficult, and the amount of drill on the several combinations should correspond to the degree of difficulty. Daily drills with time element should be used.

Note that in multiplication and addition, both forms of each combination need to be taught; that is, $9 + 3 = 12$; $3 + 9 = 12$; $4 \times 6 = 24$; $6 \times 4 = 24$. The addition facts should be taught in both the direct and indirect form: thus $9 + 3 = ?$ and $9 + ? = 12$.

In the early work with numbers, it is especially important to make careful graduation of new number facts. The following order is suggested for acquiring control of the elementary number facts:

a. Adding two equal numbers, from $1 + 1$ to $10 + 10$.
b. Adding two unequal numbers, the sum not to exceed 10: $1 + 2$ through $4 + 6$.
c. Adding two unequal numbers, one of which does not exceed 4, the sum exceeding 10: $1 + 10$, $2 + 9$, through $4 + 10$.
d. Adding two unequal numbers, each exceeding 4: $5 + 5$ through $9 + 10$.

A reasonable proficiency in each group should be attained before proceeding to the next.

Throughout the arithmetic work of the elementary school, accuracy must be an objective. From the very beginning it should be recognized that knowing half of the combinations and number facts is far better than to half-know all of them. Accuracy in the control of number-facts comes first; speed can easily be added by proper practice.

Low Second

1. Sight recognition of the number of objects in a small group.
2. Counting from 0 to 10 by 2's, 5's, 10's.
3. Careful instruction in writing numbers.
4. Addition of two *equal* numbers, from 1 through 10.
5. Multiplication by 5 of numbers from 1 through 10, since this is the easiest multiplication table to learn, and fixes the idea of multiplication most clearly and emphatically. The tables of 2's and 3's may be taken next.
6. Association of one-half of an apple, one-half of a cooky, and so forth, with their concrete meanings, so that the pupil can properly name a clearly designated half of an object like an orange, or a crayon.
7. Derive from No. 4 above, one-half of even numbers from 2 through 20.
8. Addition of two *unequal* numbers, sum not to exceed 10, and the corresponding subtraction facts. These facts may be made automatic.
9. Concrete problems making use of foregoing number facts: as.
   (a) 2 oranges at 5¢ each, cost how much?
   (b) If I give the storeman one dime, when I buy a pencil for 4¢, how much change should I get?

High Second

1. Reading and writing numbers of two and three digits.
2. Review of the combinations taught in 2B, and the corresponding subtraction facts.
3. Addition of two unequal numbers, through $10 + 9$, with the corresponding subtraction facts.

From the beginning, pupils should be accustomed to the use of the equation form, with an unknown number to be determined. Thus,

$$8 + 4 = ?$$
$$8 + ? = 17$$
$$12 = ? + 5$$
$$? = 10 + 6$$

4. Addition of two two-digit numbers without carrying.
5. Subtraction of two-digit numbers without borrowing.
6. Counting by 3's to 30.
7. Multiplication by 3 of one and two-digit numbers, the latter without carrying.
8. The division table should be taught as the inverse of the multiplication table; that is, the multiplication table should carry the division table with it, just as the addition table carries the subtraction table with it.
9. Solving simple one-step concrete problems requiring application of foregoing facts.
10. Using the measures pint, quart, gallon, inch, foot, yard, day, week, peck, bushel, cent, nickel, dime, dollar.

THIRD YEAR

This is a period of habit formation in the children's lives, and advantage should be taken of this fact to form correct habits in numerical work. Stress should be laid on development of habits of rapid work and accuracy—particularly the former.

Oral work still predominates, but in this year larger numbers are used, and the children begin to acquire the habit of writing their computations. Written work begins to assume importance, and attention must be paid to legibility and neatness.

The best drill on the multiplication tables is gotten by using them in regular multiplication of two- and three- and even four-place numbers.

Nature study, construction work, the study of home-life problems in canning fruit, buying groceries, etc., will suggest numerous concrete and practical problems for third year arithmetic work.

Concrete development, including problems found in the children's experience, should be part of the teaching of each new number fact.

Low Third

1. Reading and writing numbers to 1000.
2. Fix addition and subtraction facts by frequent and snappy drills.

   Counting by 2's beginning with 1, and with 2, counting by 3's beginning with 1, 2 and 3, and with 4 and so on, lead easily to needed practice in the additions with higher decades.
3. Single column addition of three numbers to secure speed and accuracy.
4. Addition and subtraction of two-digit and three-digit numbers involving carrying and borrowing. Let amounts carried be 2,

as well as 1, so that carrying does not come to mean "adding 1."

5. Counting by 4's to 40, 5's to 50.
6. Multiplication tables of 4's and 6's.
7. Associate one-half of a group of boys, one-third of a dozen of eggs, etc., until one-half, one-third, one-fourth and one-fifth are understood as names of certain parts of a collection of objects.
8. Develop concretely 1/4 and 1/5 of numbers not exceeding 20.
9. Multiplication of two-digit and three-digit numbers by 2, 3, 4, 5.

   These multiplications will first use numbers such that no carrying is required, and no zero difficulties are met; then introduced carrying, and later, use multiplicands like 203 and 360.
10. Much oral drill in division of two-digit numbers by 2, 3, 4, 5. Quotations should be one-digit, with remainders expressed as remainders.

    In this connection, make use of tables in the form:

    10 = ... 2's
    10 = ... 3's and.....rem
    10 = ... 4's and.....rem
    10 = ... 5's
    11 = ... 2's and.....rem
    .....
    89 = ... 9's and.....rem
11. Short division of two-digit numbers by 2, 3, 4, 5, remainders expressed; as

$$\begin{array}{r|l} & 20 \text{ rem } 3 \\ \hline 4 & 83 \end{array}$$

Accustom pupils from the beginning, in written work in division, to placing quotient over the dividend, as shown.

High Third

1. Reading and writing numbers through four orders.
2. Single column addition of 7 numbers, to secure speed and accuracy—largely oral.
3. Add numbers usually not to exceed four orders, including carrying.
4. Subtract numbers usually not to exceed four orders, including borrowing. No minuend should have more than one cipher. When learning "borrowing," it may be well to employ 6- or 7-place numbers occasionally, to compel use of the "borrowing" process several times in the same problem.
5. Counting by 6's to 60; 7's to 70; 8's to 80; 9's to 90, as a basis for multiplication tables.

6. Multiplication tables of 6's, 7's, 8's and 9's, and their reciprocal division tables. Pay particular attention to the ten combinations 6 x 6, 7 x 6, 8 x 6, 9 x 6, 7 x 7, 8 x 7, 9 x 7, 8 x 8, 9 x 8 9 x 9.
7. Develop concretely 1/6, 1/7, 1/8, 1/9 of a single object and of a group.
8. Multiplication of three-digit numbers by 6, 7, 8 and 9.
9. Much oral drill in division of two-digit numbers by one-digit numbers, with remainders expressed.
10. Short division of three-digit numbers by 6, 7, 8, 9, remainders to be expressed; as $7 \overline{)856}$ 122 rem 2
this to be in close proximity to the learning of the multiplications.
11. Teach related number facts together: as $8 \times 9 = 72$; $8 \times ? = 72$; $9 \times 8 = ?$; $9 \times ? = 72$; ? ; ? ; 1/8 of 72 = ?; 1/9 of 72 = ?
$9 \overline{)72}$ $8 \overline{)72}$
12. Roman numerals to XII.
13. Teach telling of time, using standard railway form 4:25, instead of "Twenty-five minutes after four."
14. Teach U. S. money.

At the close of the third grade the pupils should be familiar with the following facts, and be able to use them:

Minutes in hour	
Hours in day	Inches in foot
Days in week	Feet in yard
Weeks in month	Pints in quart
Months in year	Quarts in gallon
Values of U. S. coins	Ounces in pound

FOURTH YEAR

The essentials of Arithmetic—the four fundamental operations—should be stressed and fixed in this year.

All the processes taught in previous years must be performed with greater speed and accuracy, using more difficult numbers.

The mastery of long division is the important new work of this year. Proper habits in connection with the four steps—finding the quotient figure, multiplying, subtracting and bringing down—must be carefully developed.

Checking of work in fundamental operations should now be required.

Drills upon the fundamental operations should now be given until three-fourths of the class attain the standard indicated for the grade. Five minutes is the best length of time for drill periods. Standard-

ized practice materials and tests can be made to add to the interest in arithmetic work, by enabling the pupil to measure himself against his own past, and to have a clear notion of just how much better he can do the same tasks than he could a month or three months ago, and of how much harder things he can do now than he could do then. Consult the standards set up by Courtis and by Studebaker.

It is assumed that printed examples are furnished the pupils as part of the school supplies, so that pupils write only the answers. In general, pupils should do only so much copying of numbers as is needed to train them in ease and accuracy of copying and in the proper formation and arrangement of numbers.

Low Fourth

1. Reading and writing numbers to 5 orders.
2. Frequent practice in the four fundamentals, to secure speed and accuracy.
3. Column addition with not more than eleven one-digit, or eight two-digit, or three-digit, numbers, with a time limit. Drills with time limit should be used to compel addition by combinations instead of by counting.
4. Subtraction of two-, three-, and four-digit numbers, from a four-digit number with two borrowings, and these not successive.
5. Multiplication by two-digit multipliers; multipliers at first to consist of 1's, 2's, and 3's, and gradually to increase in difficulty. Use numbers up to 5- and 6- place as multiplicands, and follow up immediately by learning multiplication with 3-figure multipliers.
6. Division of three-digit dividends by one-digit divisors; at first, results to have remainders, even division being merely the case in which the remainder is zero.
7. Long division, first of two-digit and then of three-digit dividends, by two-digit divisors, the problems gradually increasing in difficulty; drill on the four steps in long division.
8. Addition and subtraction of dollars and cents, the dollars not to exceed two figures.
9. Tables of U. S. money; time; liquid measure, limited to pint, quart, gallon; dry measure; linear measure, limited to inch, foot, yard; avoirdupois weight, limited to ounce and pound.
10. One-step reduction problems in the tables listed.
11. Continued drill in telling time. Have pupils keep track of the time it takes them to do certain tasks, and of the amount of work (as, for instance, the number of exercises of a certain sort) each can do in a specified time.

12. Many written concrete problems involving the tables learned, and touching the experiences of the pupils, and the transactions of daily life.
13. Problems without numbers; as,
    How can you tell how much money you need to pay for two pounds of steak?

High Fourth

1. Reading and writing numbers to 6 orders.
2. Long division, dividends limited to four orders, and divisors to two; special attention to be directed to the determination of the successive figures of the quotient.
3. Fractional parts of denominate numbers within the tables, applied to easy concrete problems; as two-thirds of a yard of ribbon at 48¢ a yard, costs how much?
4. Concrete study of the fractional parts of a single unit, obtained by folding, cutting, drawing, etc., beginning with halves, and continuing to twelfths, leading the pupil to see the simple facts of equivalents, addition, subtraction, multiplication and division (with integral quotient).
5. Reductions:
   (a) of fractions to equivalent fractions; as $1/2 = 2/4$;
   (b) of whole numbers to fractions, with denominators limited to 12;
   (c) of improper fractions, denominators limited to 12, to whole number or mixed number;
   (d) of mixed number to improper fraction;
   (e) of fractions to others with common denominators.
6. Additions and subtractions of fractions with denominators limited to 12, and common denominators limited to 36. Care should be taken to present simple situations, as halves and thirds to be added or subtracted, and to be thought of as sixths; then of thirds and fourths to be manipulated, and to be thought of as twelfths—and to have the general rule of thinking of fractions as their equivalents with convenient denominators develop as an extension of these special habits.
7. Tables of square measure, limited to square inch, square foot.
8. Drills in fundamental operations for speed and accuracy.
9. Many oral and concrete practical problems on tables learned. Encourage pupils to bring in problems.
10. Problems without numbers, as
    If you know one side of a square, how can you find the distance around it?
    If you know how many gallons a jar holds, how can you find the number of pints it holds?

FIFTH YEAR

All power gained in earlier years must be kept up to standard. Hence, systematic reviews and drills must be employed.

Daily drills on integers with a time limit, and on denominate numbers, are recommended.

The leading subject for this year's study is *fractions*. Much objective work will be needed in developing operations with common fractions.

Legibility and neatness in written work must be insisted upon.

It is better to perform several operations upon small numbers than one on an absurdly long one. Long series of problems of the same type, all to be solved the same way, should be avoided. Likewise, excessive repetition of any one kind of work, requiring no choice of methods, should be avoided.

Pupils like to get results, and it is worth while to enable them to get many answers to problems that are real to them.

Usually, explanations of why a process must be right may profitably be deferred until the pupils can use the process with accuracy, and have proved that it gives correct results.

A vitally important phase of mathematical skill is understanding the problem and interpreting the mathematical language. Problems should be discussed by the teacher with the class, to develop the habit of reasoning—to determine the processes necessary to be gone through to get the solution.

Pupils should be required frequently to analyze or explain problems. This power to analyze is one of the essentials of clear, systematic thinking. As soon as a pupil exhibits evidence of thorough comprehension of the thought involved, analysis should be abandoned. The language used in the solutions of problems should be the pupil's thinking, expressed in succinct and logical statements, with due regard to good English.

Mental arithmetic has fundamental educational value, and should be assigned a good part of the total time allotted to arithmetic.

Low Fifth

1. Review of fundamental processes with integers, as need is indicated by standardized tests.
2. Review of work done thus far in fractions.
3. Multiplication of fractions by integers, and of fractions by fractions. Avoid the use of the term "cancel"; use instead, the phrase "divide numerator and denominator by."
4. Division of fractions by integers, and of fractions by fractions. When the divisor is a fraction, the problems will first be

worked by reducing both fractions to the same denominator, thus

$$\frac{3}{4} \div \frac{2}{3} = \frac{9}{12} \div \frac{8}{12} = \frac{9}{8}$$

When this procedure is understood, and the class performs it with facility, it should be pointed out that multiplying by the divisor inverted gives the same result: that is

$$\frac{3}{4} \times \frac{3}{2} = \frac{9}{8}$$

Since the same result is always obtained by these two methods, it may be concluded that division by fractions can best be performed by inverting the divisor and multiplying.

Examples involving multiplication and division of fractions to be of the simplest types.

5. Develop mensuration of rectangle, parallelogram and triangle. Much problem material based on these.
6. Problems without numbers; as
   If you know the difference between two numbers and the smaller of the numbers, how can you find the other number?

High Fifth

1. Review fundamental processes with integers; use standardized practice material and tests.
2. Review of fundamental processes applied to fractions of the previous half year.
3. Multiplication and division of fractions, denominators, limited to 12, and resulting denominators to 36. In division by fractions, habituate the pupils to the process of inverting the divisor and multiplying, without attempting to give deductive proofs of why it is done.
4. Bills, household purchases, grocery, dry-goods, picnic supplies, stock bills for shop projects, and the like.
5. Manipulation of fractions with somewhat larger denominators than those used heretofore: exercise in reduction to lowest terms of such fractions as $\frac{6}{10}, \frac{15}{25}, \frac{28}{32}, \frac{42}{64}, \frac{25}{100}, \frac{60}{100}$, and the like.

6. Objective work leading to acquisition of the concept of 1/10 of a foot, 1/10 of a square foot, 1/100 of a square foot; finding the number of feet in 1/10 of a mile, the number of inches in 3/10 of a yard.
7. Writing fractions with denominators 100 in decimal form: basing this work upon United States money.
8. Familiarity with hundredths and thousandths by reduction to lower terms of fractions with denominators 1000, 100, etc.: by supplying the missing numerators in 800/1000=?/100=?/10 and the like; and by finding 1/10, 1/100, 1/1000 of numbers like 6,000, 9,000.
9. Mixed numbers, involving only tenths; additions of short columns of such numbers.
10. Place-values through hundredths.
11. Reading numbers involving all degrees of difficulty, to two decimal places.
12. An abundance of problems, relating to the common transactions that touch the pupils' lives.
13. Problems without numbers; as
    If you know how much money George saves each week, how can you find how long it will take him to save enough to buy a bicycle?

SIXTH YEAR

The leading subject of this year's work is decimals, with an introduction to percentage.

The solution of problems continues to receive emphasis; exactness of thought, and accuracy of statement must be insisted upon. Not all problems need to be worked out; comprehension and exact statement may be sufficient.

Short methods of handling common operations have a real value, and may be introduced after the long processes are thoroughly understood. For example, multiplication by 25 may be replaced by multiplication by 100 and division by 4. Care should be taken in this connection to employ only short methods that are likely to be of real use.

There should be short daily drills to secure speed and accuracy in changing fractions to decimals, decimals to fractions; to fractional calculations, and to reductions in denominate numbers.

When this year's work is completed the pupil should know the tables of time, linear, dry and liquid measure; avoirdupois weight; United States money; addition; subtraction, multiplication and division of fractions and decimals; the elements of percentage; and the simple checks on work. This year's work should provide more

for the analytic mind by requiring pupils to give reasons for operations, and by presenting problems requiring reasoning in the solution.

By the end of the sixth year, the pupil has learned the computation side of arithmetic, with the exception of square root and ratio and proportion.

Low Sixth

1. A clear conception of decimal fraction as a certain number of tenths, hundredths, etc., of a unit, involving a review of the work done on decimals in the previous half year.
2. Reading and writing decimals, limited to thousandths.
3. Changing decimals to common fractions; as $0.4 = 4/10 = 2/5$
4. Changing common fractions to decimals; as $2/5 = 4/10 = 0.4$
5. Addition and subtraction of decimals, building on the knowledge already acquired in connection with United States money.
6. Multiplication and division of decimals.
   In division with a decimal divisor, pupils should be habituated from the first, to placing the quotient over the dividend, and to changing the divisor to an integer by multiplying both dividend and divisor by the appropriate power of ten.
7. Practical problems.
8. Problems without numbers; as—If you know the dividend and quotient, how can you find the divisor?

High Sixth

In this grade, the percentage used in the calculation of discounts, loss, etc., should be confined to a large number of oral and a limited number of simple written problems.

1. Percentage should be considered as an application of decimal fractions. "Per cent means hundredths."
2. Change decimals to percentage; as $0.4 = 40/100 = 40\%$.
3. Change percentage to decimals; as $6\% = 6/100 = 0.06$
4. Change fractions to decimals and per cents; as $\frac{1}{2} = 0.50 = 50/100 = 50\%$
5. Fix table of equivalents of fractions and per cents, and reverse, as $50\% = \frac{1}{2}$; $25\% = \frac{1}{4}$; etc.
6. Find a given per cent of a number.
7. Find what per cent one number is of another.
8. Everyday discount.
9. Profit and loss. Care should be taken to indicate that the profit or the loss is a certain per cent of the cost price, or of the selling price, as the case may be.

10. Interest. Only real problems should be considered. The only problem to be considered is:
    Given principal, rate and time, to find interest. Make use of the equation i=p r t.
11. Review and extend denominate number tables.
12. Develop and drill on method of finding areas of trapezoid and circle, and volumes of rectangular solids.
13. Problems without numbers, as—If you know the area of a rectangle, and its length, how can you find the height?

The following books will be of interest to all teachers of arithmetic:

Brown and Coffman, 1914—How to Teach Arithmetic—Row, Peterson
Judd, 1916—Measuring the work of the Public Schools—Cleveland Survey
Klapper, 1916—The Teaching of Arithmetic—D. Appleton
Lindquist, 1917—Modern Arithmetic Methods and Problems—Scott, Foresman
Monroe, 1920—Principles of Method in Arithmetic—Chapt. IV, the 18th Year Book
Overman, 1920—Principles and Methods of Teaching Arithmetic—Lyons & Carnahan
Smith, D. E., 1910—The Teaching of Elementary Arithmetic—Ginn
Smith D. E., 1909—The Teaching of Arithmetic—Teachers College Record, Columbia University
Suzzallo, 1912—The Teaching of Primary Arithmetic—Houghton, Mifflin
Thorndike, 1921—The New Methods in Arithmetic—Rand, McNally
Wilson and Hoke, 1921—How to Measure—Macmillan

SEVENTH YEAR

Low Seventh

A. Practice in the fundamental operations applied to integers and fractions, common and decimal, should be continued until standard proficiency is attained. When pupils attain standards, they should be excused from regular drill work.

1. In working with fractions, the emphasis is to be placed on simple fractions: such as ½, ⅓, ⅔, ¼, ¾, ⅕, ⅛, et cetera
2. The decimal equivalents of fractions most commonly used should be fixed in mind and the process of reducing any fraction to a decimal should be automatized. Rapid drill in one-step operations should be used for speed and accuracy. Material for this purpose may be of the following type:
   ⅕ of 60 = ?
   .20 of 60 = ?
   12 = What decimal part of 60?
   .12 = What fractional part of 60?
3. The accurate placing of the decimal point in the process of division should be made automatic by fixing the habit of

writing the quotient over the dividend, and of making the divisor an integer by multiplying, if necessary, both dividend and divisor by the appropriate power of ten.

4. Simple short cuts in multiplication and division.
5. In the solution of problems, care is to be taken to pass from the solution of the particular concrete problem to the formulation of a general rule.

   The sequence, starting with the problem stated in numbers, through the problem stated in letters, the rule, the formula, and the problem without numbers, may be illustrated by the following series. The differences in degree of difficulty vary from step to step, and care must be taken that the pupils are not unduly hurried in the generalizations.

   a. The length of a sidewalk is 50 ft., and its width is 3 ft. What is its area?
   b. The length of a sidewalk is 1 ft. and its width w; What is A (the area) in terms of l and w?
   c. State the rule for finding the area when length and width are known; for the length, when the area and width are known.
   d. Write the formula for A, when l and w are given. Write the formula for l when A and w are given.
   e. The length and width of a sidewalk are given—How may I figure the cost of laying it, if the cost of one square yard is given?
6. In general, problems involving long computations should not be done in class time.

B. Tables of weights and measures in common use. United States money, avoirdupois weight, dry measure, liquid measure, linear measure, square measure, cubic measure, time measure.

C. Percentage

1. Fixing the equivalence of meanings of the symbols for fraction, decimal, and per cent. Graphs and diagrams to be used as helps in visualizing equivalence of per cents and fractions.
2. Interchanging common fractions and per cents, finding any per cent of a number, finding what per cent one number is of another, finding a number when a certain per cent of it is known; such applications of percentage as come within the pupil's experience.
3. Much material must be provided for quick mental work, of the following type:

   50% of 200 = ?
   ½ of 200 = ?
   40 is what percentage of 200?

4. Application of percentage:

a. *Interest.* Compound interest.

The general method of figuring interest should be taught, and also the use of interest tables. Thrift and interest, studied in connection with savings accounts.

The formula $i = prt$ should be used in solving problems.

b. *Profit and loss.* Stress the need of care in choosing the base on which to compute the per cent of profit or loss.—Usually this base is the cost: sometimes the selling price is used.

c. *Commission.* To be computed on the amount of purchases or sales handled by the agent.

d. *Discount.* Reasons for 2% off for cash. Successive discounts.

5. The following sequence illustrates desirable work to be done under the applications of percentage. Care must be taken to recognize the increase in difficulty as soon as generalization is undertaken, and to anticipate these difficulties.

A house was bought for $5600, and sold for $6100. What was the per cent of gain?

A house was bought for P dollars, and sold for S dollars. What was the per cent of gain?

State the rule for finding the per cent of gain or loss when an article is sold.

Write the formula for gain per cent, in terms of P (purchase price) and S (selling price), when S is greater than P.

Write the formula for a Loss per cent.

How shall I find the gain per cent in a transaction which involves buying goods, paying cartage on them to the store, and then selling them?

D. Graphic representation. Making and interpreting line, bar and circle graphs and applying them wherever they can be used to advantage: care to be taken in making and interpreting pictorial representations, because of the danger of misrepresenting facts when more than one dimension enters into the graph. Much material for the application of graphical methods will be found in the field of social studies and geography.

Coöperation between the teachers of these classes and the mathematics teacher is urgently recommended.

E. Business practice. Keeping accounts and elementary bookkeeping; personal expense accounts; charge accounts; bills and receipts; discounts for prompt payment; remitting money.

High Seventh

Intuitive geometry. This subject should acquaint the pupil in a simple and interesting way with the most important geometric forms and their applications, through directed observation and experiment.

A. Simple geometrical figures. Familiarity with properties of equilateral triangle, 30°—60° right triangle, isosceles right triangle, circle, square, regular hexagon: knowledge of the facts concerning the sum of the angles in a triangle; simple solids, such as a cube, pyramid, cone, prism, sphere. In connection with this work, accustom pupils from the beginning to using "circle" to mean the closed curve, and "polygon" to mean the closed broken line. "Area of the circle" and "area of the polygon" are to be taken to mean the areas enclosed by the lines.

B. Simple geometrical drawing. Use of T-square, triangle, protractor and compasses: constructing perpendicular bisectors of lines, bisectors of angles, parallel lines; regular polygons, simple designs for ornament, et cetera. Use of squared paper.

C. Direct measurements. Use of linear scales and protractor. Appreciation of the fact that these measurements are approximations, and development of judgment in the use of such data in computation: particular attention to be given to the number of figures to be retained in computations with approximate data.

D. Indirect measurements. Making simple drawings to scale from actual measurements made by the pupil, and using them to get data not secured directly. Such applications to measuring heights and distances as are given in the Boy Scouts Handbook.

E. Geometry of appreciation. Geometrical forms in nature and art; in flowers, fruits, leaves, and animal forms; in architecture, manufacture and industry.

Arithmetic. Short and frequent snappy exercises in oral arithmetic, involving rapid analysis and quick mental calculation.

Standardized practice exercises for improvement of skill in fundamental operations.

EIGHTH YEAR

Low Eighth

A. Mensuration. Area of square, rectangle, parallelogram, triangle and trapezoid; length and area of circle; surfaces and volumes of solids of corresponding importance. These facts are to be established in an experimental way, so far as possible by the pupil's own activity. The rules to be stated as formulas, and much practice given in evaluating these formulas.

In the mensuration of the circle use the value $\frac{22}{7}$ for π, except in the rare cases when the exactness of the measurements warrants the use of 3.1416.

B. Informal treatment of similarity. Drawing to scale; plans, simple working drawings, maps, use of squared paper: simple applications of proportion. In all cases, the proportion to be treated as an equation, avoiding use of terms "means", "extremes", "antecedents", "consequents".

C. Continued use of graphical methods of representing facts.

D. Pythagorean theorem, and square root. In finding the square roots of numbers, the following process is recommended:

Required to find the value of $\sqrt{5486}$, the pupil knows that $70^2 = 4900$ and $80^2 = 6400$, and hence that the required root is between 70 and 80, and is nearer 70 than 80. When called upon to estimate the square root of 5480, the pupil may say 72. The test of 72 is then made by dividing 5486 by 72. The result, 76.2 indicates that 72 is too small, and furthermore, that the root must be less than 76.2. The average of these two numbers, 74.1, may then be taken as the required square root. If a greater degree of accuracy is needed, the process of checking by division and correcting by taking the mean value, may be repeated.

E. Metric system. Explanation and illustrations of units, and construction of tables. Sufficient work to be done to satisfy needs of science work.

F. Standard time. Explanation sufficient to enable pupils to understand change of time in travel.

High Eighth

A. Arithmetic of the community: insurance; discussion of the need for insurance.

a. Fire insurance.

b. Insurance of other kinds: plateglass, automobile, hail storm, et cetera.

c. Life and accident insurance.

Problems on insurance to involve only the simple applications.

B. Arithmetic of civic life: taxes.

a. City taxes.

Sources of revenue in city governments, and ways of levying taxes.

b. National revenue.

Sources of revenue in national government, and ways of raising revenue: customs and duties, income tax, inheritance tax, luxury tax, et cetera.

C. Arithmetic of banking.

a. Different kinds of banks.

b. Savings account and checking account: deposit slips for each.

c. Writing and endorsing a check.

d. Making out withdrawal slip for savings account.

e. Borrowing money: promissory note.

f. Transmitting money to distant places.

D. Arithmetic of investment.

a. Buying and selling real estate.

b. Stocks and bonds: fix clearly the difference between these two as investments. Use market reports of newspapers for problem material. Is a bond promising 10% return always better than one promising 6%? Importance of dealing with reliable agents: consultation with the local banker.

E. Intuitive geometry.

Symmetry—central, axial, and planar.

The construction of triangles and other figures from given data.

Along with the acquisition of fundamental ideas concerning the size, shape, and position of geometric forms in space, the pupil should begin to make inferences and draw valid conclusions from the facts discovered experimentally.

SYLLABUS IN MUSIC

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Music is now generally recognized as a universal human need and no longer as a luxury for the few. The need for the service of more and better music can be met only through the schools. The time has come when music must be made available to every child in the entire country whether in city or rural schools.

Music has proved itself worthy to be classed as a major subject, coördinate with reading, writing and arithmetic, and must no longer be considered an adjunct more or less superfluous and unrelated to educational processes. Therefore, the music supervisors voice the demand of musicians, music teachers, musical organizations and intelligent lovers of music, as well as the progressive educators of the country, for such readjustment of the school curricula as will make possible the proper and adequate teaching and use of music as an integral part of the regular school work.

Music must be given a reasonable and fair amount of the time of the school day, not only as an art subject both beautiful and useful, but as a subject broadly educational. In a daily schedule of 300 or more minutes, music as such should be allowed twenty minutes daily in primary and intermediate grades, the equivalent of 25 minutes daily in the grammar grades.

The time assignment is not to include the valuable functioning of music as an ally in Physical Culture, English, Festivals, Pageants, etc. In upper grades this time allotment may include one period of Glee Club practice or orchestra rehearsal. All other periods of instrumental music (piano and orchestral instruments) should be additional.

Music work meeting the present-day requirements necessitates in every city, town and county a thoroughly well-trained director of music, and a sufficient number of able assistants to permit a trained supervisor to visit each classroom twice a month.

The increased widespread use and enjoyment of instrumental music and the undoubted highly educative value of the subject when properly pursued, make it imperative that the schools offer instrumental courses open to all children, in school time, and largely or wholly at public expense, exactly as has been done in Science, Physics, Manual Training, Domestic Science, etc. Systematic effort should be made to discover and encourage children possessed of special talent in any and all fields of music.

The equipment necessary to make music effective should include a key-board instrument available for each class whenever possible,

pianos of good grade for piano classes, recitals, etc., and a good phonograph and carefully selected library of records. There must be an ample supply of textbooks and supplementary material for carrying on the proper procedure in classroom vocal music and also ample material of real musical worth for bringing music to the service of the school, the home, and the community.

The attention of educators is directed to certain standards of attainment toward which the music work in schools generally should tend. In accordance with the growing acceptance of the classification of school grades, the end of the 6th year marks the close of the primary period, the end of the sensory and associative stages of child life. The following summary of music accomplishments is recommended as a standard of attainment for the end of the 6th year:

1. The child shall have acquired the use of his singing voice and pleasure in song as a means of expression.

2. The child shall have acquired a repertory of songs which may be carried into the home and social life, including America and The Star-Spangled Banner.

3. The child shall have developed aural power to know by sound that which he knows by sight and vice versa. The child shall have acquired the ability to sing at sight, using words, a unison song of hymn-tune grade; or, using syllables, a two-part song of hymn-tune grade, and the easiest three-part songs, these to be in any key; to include any of the measures and rhythms in ordinary use; to contain any accidental signs and tones easily introduced; and in general to be of the grade of difficulty of folk-songs such as the Minstrel Boy; also knowledge of the major and minor keys and their signatures.

The child shall have been given the opportunity to develop his capacity for melody invention, and to write original melodies, thereby stimulating and giving expression to his own musical thoughts.

4. Every child talented in musical performance shall have had the opportunity for its cultivation.

5. The children shall have developed a love for the beautiful in music and taste in choosing their songs and the music to which they listen for the enjoyment and pleasure which only good music can give.

6. The children shall have acquired the ability to appreciate the charm of design in songs sung; to give an account of the salient features of structure in a standard composition after a few hearings of it; and to recognize and give titles and composers of a reasonable number of standard vocal and instrumental compositions.

7. Above all, the children shall have arrived at the conception of music as a beautiful and fine essential in a well-rounded, normal life.

The following course of study is the Standard Course prepared by the Educational Council of the Music Supervisors' National Conference and unanimously adopted by the Conference at St. Joseph, Mo., in April, 1921. The course as printed in this Syllabus is practically identical with the original Conference version excepting the parts in italics, which have been added by the Department of Public Instruction.

The course is intended for all graded systems of schools and represents a standard of Aims, Procedure, and Attainment which all may well strive to reach.

FIRST YEAR

Aims

a. To give every child the use of his singing voice and pleasure in song as a means of expression.
b. To cultivate the power of careful, sensitive aural attention.
c. To provide the pupils through accompaniments to some of their songs and the hearing of much good music, an experience richer than that afforded by their own singing.
d. To give every child enjoyment of music as something heard as well as something expressed (Appreciation of music.)

Material

a. Rote-song material in the hands of the teacher.
b. A keyboard instrument for playing accompaniments when ever possible.
c. A pitch-pipe; also a staff-liner if the teacher so wishes.
d. A phonograph, with records of good music.

Procedure

a. Singing songs by rote, using light head-tones, ordinarily not exceeding the range of the treble staff.
b. Imitative exercises for curing so-called monotones.
c. Singing songs entire, or phrase by phrase, individually. (To include all members of the class.)
d. Occasional use of accompaniments when singing well learned rote-songs.
e. Directing aural attention to beauty of tone in singing and to simple aspects of music as observed in rote-songs and in music heard.
f. The teaching of syllables as desired.

Attainments

a. Ability to sing pleasingly a repertory of 30 to 40 rote-songs appropriate to the grade, including one stanza of America.

b. The reduction of the number of "monotones" to 10 per cent or less of the total number of pupils.
c. Ability of 90 per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits, some 5 of the songs sung by the class as a whole.
d. Preference on the part of the children for good tones rather than bad, and the disposition to love the best of the music they have sung or heard.

SECOND YEAR

Aims

a. The aims of the First Year again, namely: continued curing of "monotones" (to give every child the use of his singing voice); development of song-singing; enrichment and extension of song-repertory; further development of appreciation, including pleasurable attention to the expressive features of song and the beauties of musical structure.
b. To continue the development of the power to recognize aurally simple phrase groups of tones and the feeling for simplest rhythms. The introduction of the staff may occur as early as the middle of the first year or as late as the beginning of the third year depending upon the order of procedure.

Material

a. Rote-song material in the hands of the teacher.
b. Books containing easy rote-songs (some of which may be in minor keys) and the simplest melodies in the usual nine major keys to be used in the development of sight-singing, if begun; the latter group, at least, to be printed in large type and open distribution on the page; and both groups to be in books that are placed in the hands of the children.
c. Some large display form of material that is to be studied; either in some chart form or on blackboard.
d. A pitch-pipe and a staff-liner.
e. A keyboard instrument for playing accompaniments whenever possible.
f. A phonograph and records of good music.

Procedure

a. Singing rote-songs for pleasurable musical experience.
b. Imitative exercises for curing so-called monotones.
c. The use of the staff in practicing or preparing for sight-singing.
d. Frequent practice in individual singing
e. Ear-training for the development of tonal and rhythmic thinking.

f. Occasional use of accompaniments to songs previously learned.

g. Learning to listen to good compositions for the sheer joy and charm of their beauty. Also to listen to the salient features of the imitative or descriptive phases involved; and to the simple arrangement of recurring phrases or "tunes" and rhythmic patterns.

Attainments

a. Ability to sing correctly and pleasingly 40 to 60 new songs, and two stanzas of America. It is also suggested that some of the songs of the first year be kept in repertory.

b. Ability of 90 per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits, 6 or 8 of the songs sung by the class as a whole.

c. Not more than 5 per cent of the entire class to be "monotones" at end of year. The other pupils to sing without bad vocal habits, with musical enjoyment, and with good musical effect.

d. Ability by end of year (or by the middle of the following year, according to procedure) to sing at sight, with syllables, easy melodies in the usual nine major keys, containing notes and rests, one, two, three, and four beats in length, and employing diatonic tones in stepwise progressions and with simple skips.

e. Ability to recognize some 5 or 6 good compositions on hearing them; to follow and recognize a recurrent theme in a new song or new piece of very simple structure; and a tendency to prefer compositions that have real musical merit and charm to those that are weak or common.

THIRD YEAR

Aims

a. Continued correction of "monotones"; development of free and beautiful singing of songs; development of the song-repertory along lines appropriate to the taste and expanding powers of the children; development of aural power and extension of it to new features; further development of appreciation, particularly in the direction of pleasurable attention to the expressive and structural beauties of music.

b. Development of an elementary degree of power and skill in independent sight-singing.

Material

a. Books of music in the hands of the pupils; these books to contain three types of musical material, namely—

(1) Rote-songs of appropriate interest and elaborateness.

(2) Songs that may be taught partially by rote and partially by reading.

(3) Easy material for sight-singing.

All of this material, with the possible exception of the first group, should be printed in large type and open distribution on the page.

b. Blank music paper or music writing books ruled with a wide staff, in the hands of the pupils.

c. A keyboard instrument whenever possible.

d. A pitch-pipe and staff-liner.

e. A phonograph and good records.

Procedure

a. Singing rote-songs for pleasurable musical experience.

b. Systematic practice in sight-singing.

c. Ear-training for the development of tonal and rhythmic thinking.

d. Individual song-singing and sight-singing; each child to sing individually at least once a week.

e. Liberal use of keyboard instrument for illustrative purpose and accompaniments, but not for leading.

f. Listening to good musical compositions as largely unanalyzed musical experience; observation or analysis to be largely in connection with the songs sung, but also in some degree with the larger compositions heard; and to consist of features of structure or design, such as observing recurrences of themes, sequences, and variations on them, etc; and to be pursued in the spirit of recognizing the beauty and charm of such features of musical design.

Attainments

a. Ability to sing correctly and pleasingly 40 to 60 new songs, at least 10 of which shall be memorized, and which shall include the four stanzas of America. It is also suggested that some of the songs of the preceding years be kept in repertory.

b. Ability of 90 per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits, 8 or 10 of the songs sung by the class as a whole.

c. The "monotone" to be practically eliminated. Individual attention should be given to special cases.

d. Ability by end of year to sing at sight, with syllables, easy melodies in any of the usual nine major keys; these melodies containing stepwise progressions and skips of thirds,

fourths, fifths, sixths, and eighths, and employing at least notes and rests one, two, three, or four beats in length, and two notes to the beat; also knowledge of some twelve of the more familiar signs and terms used in connection with staff notation.

e. Ability of at least 25 per cent of the pupils to sing as well individually, at sight, as the class can sing as a whole.

f. Power that enables the pupils to recognize by sound that which they know by sight, and vice versa; i. e., "see with the ears and hear with the eyes."—Luther Whiting Mason.

g. Increased power to attend to, and give account of, the salient points of design in the music introduced and increased sympathy for, and pleasure in, those factors that make for charm of musical design and expression quality; also, ability to recognize and identify some 8 or 10 standard musical compositions when heard.

FOURTH YEAR

Aims

Almost all the general aims appropriate and desirable in both early and later years in a system of instruction in music in public schools have now been assembled. Once more they may be summarized:

a. To develop pleasure in song as a means of expression.

b. To secure free and correct use of the voice in singing.

c. To develop musical qualities of performance of songs.

d. To develop a conception of music as something to be heard as well as to be expressed.

To develop original thinking in tone and rhythm through melody invention.

e. Progressive development of power to use the printed language of music.

f. Progressive extension of musical experience beyond that provided by the singing of the children.

g. Continuous development of power of appreciation by development of aural power, guided in the direction of attention to the elements of the beautiful in music.

Specific Aims of the Fourth Year:

a. Introductory steps in two-part singing.

b. Extension of knowledge of the tonal and rhythmic material of music appropriate to the Fourth Year.

Material

a. Books of music in the hands of the pupils, these books to contain a very large number of songs of high musical merit, a few of the more elaborate of which may be learned by rote.

b. Blank music paper, or music writing books, in the hands of the pupils.
c. A pitch-pipe, staff-liner and a keyboard instrument whenever possible.
d. A phonograph and good records.

Procedure

a. Singing repertory songs for pleasurable musical expression.
b. Individual singing to be employed as a means of strengthening individual capability.
c. Ear-training for the further development of tonal and rhythmic thinking involving both old and new problems.

Beginnings of melody invention, encouraging and developing the creative capacity of children.

d. The introduction of two-part singing to be by "chording" in two-parts on sustained tones, at intervals chiefly of the third or sixth, or by sounds; both first and second parts to contain both boys and girls; the voices of all to be treated as equal.
e. Liberal use of keyboard instrument in accompaniments and for purposes of explanation and illustration, but not for leading unfamiliar music.
f. Observing the structure of songs sung, and listening to and giving account of salient points in the structure of standard musical compositions, with a view to developing appreciation and the beauties of tonal design.

Attainments

a. Continued development of song-singing and extension of repertory; this to include the first stanza of the Star-Spangled Banner.
b. Ability of 90 per cent of the pupils to sing individually, freely, correctly, and without harmful vocal habits, not less than 10 of the songs sung by the class as a whole.
c. Power and skill to sing at sight music appropriate to this year.
d. Ability of at least 30 per cent of the pupils to sing individually at sight the material which the class can read as a whole.
e. Power that enables the pupils to know by sound that which they know by sight, and vice versa.
f. Increased capacity to observe the characteristic features of songs sung and music heard, such as recurrences of themes,

salient features of interest, and expressive quality; these characteristics to be mentioned in so far as they strike the attention because of the pleasure they give the bearer. Also, ability to recognize, and name some standard compositions, when heard.

FIFTH YEAR

Aims

General:

a. To continue development of free and beautiful singing of songs.
b. To acquire an increasingly wide musical experience.
c. To develop increasing power of eye and ear in correlation.
d. To develop power to listen for musical beauty as well as for musical knowledge.
e. To develop increased power to sing at sight.

Special:

f. To establish two-part singing.
g. To develop increasing practical knowledge of the tones of the chromatic scale and power to use them.
h. Extension of knowledge of the tonal and rhythmic material of music appropriate to the Fifth Year.

To continue the development of creative capacity by means of melody invention.

i. To develop a fair degree of power to sing unison songs at sight with words, and an elementary degree of power to sing two-part songs at sight with words.

Material.

a. Books of music in the hands of the pupils, these to contain unison and two-part songs for treble voices.
b. Blank music writing paper or music writing books in the hands of the pupils.
c. A key-board instrument wherever possible.
d. Pitch-pipe and staff-liner.
e. Phonograph and library of records of good music.

Procedure.

a. Singing of songs for pleasurable musical expression, some of which should be retained in the permanent repertory.
b. Individual singing to be employed as a means of confirming and establishing individual capability.

c. Ear-training for the further development of tonal and rhythmic thinking involving both old and new problems.

Increased facility in melody invention and melody writing.

d. In two-part singing, the pupils to be divided indiscriminately as to sex, both girls' and boys' voices being treated as equal. (An occasional irregular voice may need to be treated as an exception.) Assignments of vocal parts to groups to be reversed from song to song or from week to week to give proper practice to the full vocal range of each pupil, and to develop in each individual independence in singing the lower part; the alto to be taken up first on new songs that require practice on the parts separately; and to be sung with the lightness of voice and movement characteristic of soprano. Systematic effort to be made to develop sight singing of two parts simultaneously.

e. Systematic attention to be given to singing words at sight, when the songs contain nothing but familiar technical features.

f. Liberal use of keyboard instrument whenever possible for accompaniments and many purposes of illustration and explanation.

g. Observation of salient features of design in music sung and in standard musical compositions heard; such as persistent reiteration of a motive, recurrences of themes, sequential treatment and imaginative changes, (as in Morning Mood or Asa's Death from Grieg's *Peer Gynt* music), or the divisions of the song forms (as in songs sung or in the Pilgrims' Chorus from Tannhauser).

Attainments

a. Continued development of song-singing and extension of repertory; this to include the remaining stanzas of the Star Spangled Banner.

b. Ability of 90 per cent of the pupils to sing individually, freely, correctly and without harmful vocal habits, not less than ten of the songs sung by the class as a whole.

c. Power and skill to sing at sight music appropriate to this year.

d. Ability of at least 30 per cent of the class to sing individually at sight the material which the class can sing as a whole.

e. Power that enables the pupils to know by sound that which they know by sight, and vice versa.

f. Increased capacity to observe the characteristic features of songs sung and music heard, such as recurrences of themes,

salient features of interest, and expressive quality; these characteristics to be mentioned in so far as they strike the attention because of the pleasure they give the hearer. Also, ability to recognize and name some standard compositions when heard.

SIXTH YEAR

Aims

General Aims: Same as for Fifth Year

Special:

a. The special aims of the Fifth Year continued and extended.
b. To begin the development of three-part, treble-voice singing.
c. To develop ability to deal practically with the minor mode.

Material

a. Books of music in the hands of the pupils; these to contain unison and two-part treble voice material; and also some material for three parts, treble voices, and some more elaborate unison songs.
b. Blank music paper or music writing books in the hands of the pupils.
c. A keyboard instrument whenever possible.
d. A pitch-pipe and staff-liner.
e. A phonograph and library of records of good music.

Procedure

a. Singing of songs for pleasurable musical expression, some of which should be retained in the permanent repertory.
b. Individual singing to be employed as a means of confirming and establishing individual capability.
c. Ear-training for the further development of tonal and rhythmic thinking involving both old and new problems.

Melody invention and melody writing including the setting of simple texts with verbal and musical accents coinciding.

d. Division into two or three voice-parts to be without regard to sex, each part containing some boys and some girls. Assignments of children to vocal parts to be shifted from song to song or from week to week as voices permit.
e. Practice in the use of the accidentals and in building scales.

f. Three-part singing introduced, through the development of the harmonic sense, using triads if desired.
g. Systematic attention to be given to singing words at sight when the songs contain nothing but quite familiar technical features.
h. Two-part and three-part songs to be undertaken at the outset with all parts simultaneously, when practicable.
i. Liberal use of a keyboard instrument whenever possible for accompainments and many purposes of illustration and explanation.
j. Observation of the elements of interest and charm of music sung and heard, as manifested in unity and contrast of part with part.

Attainments

a. Ability to sing well, with enjoyment, at least 30 unison, two-part and three-part songs, some of which shall be memorized.
b. Ability of 90 per cent of the pupils to sing individually, freely, correctly and without harmful vocal habits, not less than ten of the songs sung by the class as a whole.
c. Ability to sing at sight, using words, a unison song of hymn-tune grade; or using syllables, a two-part song of hymn-tune grade, and the easiest three-part songs; these to be in any key; to include any of the measures and rhythms in ordinary use; to contain accidental signs and tones easily introduced; and in general to be of the grade of folk songs such as The Minstrel Boy. Also knowledge of the major and minor keys and their signatures.
d. Ability of at least 30 per cent of the pupils to sing individually at sight music sung by the class as a whole.
e. Ability to appropriate the charm of design in songs sung and music heard.

SEVENTH AND EIGHTH YEARS

Aims

General Aims: The General Aims of earlier years continued

Specific Aims:

a. To develop concerted singing in the direction of mass chorus practice as well as to continue the usual classroom sight singing and part-singing.
b. To recognize the birth of new affective (emotional) states in the pupils, due to their awakening sense of the relationships of human life and the emotional aspects of these relationships; and to utilize the best of these qualities of

feeling as agencies toward the reinforcement and upbuilding of fine and strong elements of character.

c. To articulate more closely for the pupils, individually and collectively, the musical interests and activities of the school with those of their homes and their community.

d. To recognize and encourage the special interest that pupils of this age have in the mechanism, technique and use of musical instruments.

e. To recognize and encourage special individual musical capabilities, as a feature of an avocational as well as a vocational stage of development.

f. To pay special attention to the diverging needs of the voices of the pupils.

g. To strengthen and extend technical knowledge and capability with reference to tonal and rhythmic elements and features of staff-notation and sight-singing.

h. To add to the appreciation of the formal elements in music an appreciation of the moods characteristic of romantic and modern music.

Material

a. Ample material suitable for the various needs of the pupil.

b. Blank music writing paper or music writing books in the hands of the pupils.

c. A keyboard instrument whenever possible.

d. A phonograph and an adequate library of good music.

Procedure

a. Singing of repertory songs, as before, for the sake of musical enjoyment.

b. Occasional assembling of large groups of 7th or 8th or 7th and 8th year pupils for chorus practice and social singing.

c. Continued practice in sight-singing.

d. Individual singing to be retained as a means of developing greater individual capacity and independence.

e. Close attention to individual vocal ranges and characteristics, involving frequent examinations of all voices individually; acquisition of exact knowledge of the capabilities of each individual's voice; careful treatment of changing voices, and careful part-assignment of all voices.

f. Much use of a keyboard instrument for accompaniments and purposes of illustration, explanation, and for recitals.

g. In easy part-songs all parts to be sung simultaneously whenever possible. Separate parts to be practiced only when necessary.

h. Singing words at sight. Syllables to be used when necessary.

i. Comment and discussion on the aspects of beauty and expression that awakened interest in the compositions sung or listened to, including also attention to their origin, textual meaning, and style, for the purpose of developing an intelligent musical taste and judgment.

j. Some time to be given to recitals by pupils and artists and to the development of vocal and orchestral ensemble practice under school auspices.

Attainments

a. Ability to sing well, with enjoyment, a repertory of 25 to 35 songs of musical, literary, community, national or other worthy interest.

b. Ability to sing at sight part-songs of the grade of a very simple hymn.

c. Knowledge of all essential facts of elementary theory sufficient to enable 75 per cent of the students to give a correct explanation of any notational features contained in the pieces of average difficulty in the standard books of music for the 7th and 8th years.

d. Further progress in recognition of the relations, agreements, dependencies of tones and tonal groups, that give to music its strength and interest; pleasure in good music.

PROPOSED PROGRAM OF SCIENCE WORK

PROPOSED PROGRAM OF SCIENCE WORK

I. FOREWORD

The following is a statement of the general principles that will control in the development of the State program of science instruction. Detailed courses of study in each of the several science branches are being prepared by the State Committee of science teachers and will be published and issued promptly upon their completion. The work of preparation of the science courses was not begun until recently owing to the unavoidable delay in the appointment of the Director of Science; this explains the absence from the present general publication of detailed science courses. Constructive criticism by administrative officers and by teachers of science of the following statement of the general principles, upon which it is proposed to build our State program of science instruction, is urged.

II. NEED OF THE SOCIALIZATION OF SCIENCE

The past century has been called the Age of Science. Due to the discoveries and inventions of science in this period, man's progress in the field of the practical arts, industry, agriculture, and in every line of human endeavor, has been greater and more rapid than in any other one hundred years in the world's history. This progress in the field of scientific research has resulted in an accumulation of knowledge greater in the aggregate probably than the entire previous sum total of human knowledge. The advances of scientific knowledge and achievement have, however, been far more rapid than has been their application to the problems of human society. Scientists have advanced deep into the region of the unknown, but the great mass of the people have not yet progressed in their mode of living and thinking to positions even approximately in line with the advanced outposts of human knowledge now held by our great scientists.

If the recent advances in the science of Agriculture were to be generally effective throughout our land, production would be increased many fold, our pre-eminence as an agricultural nation made secure, and the general level of comfort greatly raised for the people. If the knowledge of the principles of public sanitation and personal health now in the possession of our scientific workers could be effectively translated on a national scale into habits and ideals of personal and public cleanliness, the increase in happiness and well being that would accrue to us as a nation and as individuals is beyond anyone's ability to compute or estimate.

The socialization of science, in order that its obligations and its blessings may become the common possession of all, must be the dominant note of our science teaching.

III. NEED OF AN ENLARGED PROGRAM OF SCIENCE INSTRUCTION

The process of diffusing the results of scientific research among the people is a function of education and demands an enlarged program of science instruction in our schools. It was in 1916 that Doctor Eliot published his paper on the "Changes needed in American Secondary Education," urging that "the best part of all human knowledge has come by exact and studied observation made through the senses," and that "the most important part of education has always been the training of the senses through which the best part of knowledge comes." In 1917 Abraham Flexner issued the first edition of "A Modern School," in which he vigorously decried the undue amount of attention paid in our schools to purely literary studies, and urged that the work in science be "the central and dominating feature of the school."

The lessons of the World War have served to emphasize even more strongly the need of a thorough and comprehensive reorganization of science instruction that all may be brought into an intelligent appreciation of the rôle of science in the progressive development of the individual, the nation, and the world. In the encouragement of the scientific attitude and temper we are finding the surest basis of preparation for the duties of citizenship and for the development in the nation of a progressive dispassionate judgment. The conclusion is sound that science instruction in this age of scientific achievement and progress must form as necessary a part of the instruction of every child as do the three R's and that education without science is sterile. Science is the pollen that fertilizes the hopes and aspirations of man, that they may bring forth the fruit of personal and civic health and happiness—and not for one generation only, but for countless generations yet unborn.

IV. TWO IMPORTANT CONSIDERATIONS

If the values of this enlarged program of science work in the schools of our State are to be realized, two considerations should control in the development in local school districts of material and methods of instruction:

1. The program of science work should be continuous and articulated from the first through the twelfth grade, so as to insure instructional continuity and supervision and the cumulative results of a carefully graded program of instruction.

2. Science instruction must deal with the present and probable life concerns of the pupils, so as to bring the scientific habit and attitude of mind to bear increasingly upon the problems and situations of everyday life.

V. TWO MAIN SEQUENCES OF SCIENCE COURSES

Such an enlarged program of science work divides broadly into two main sequences:

I. Science for Elementary Schools, Grades I-VI.
   1. Nature-study, Grades I-III.
   2. Nature-study, including Gardening, Grades IV-VI.

II. Science for High Schools, Grades VII-XII.
   1. General Science, including Elementary Agriculture, Junior High School, Grades VII-IX.
   2. The special sciences—Senior High School, Grades X-XII.
      Grade X—General Biology
      Grades XI & XII—Differentiated courses to meet special needs and interests as follows:
         Physics
         Chemistry
         Physiography

VI. THE FUNCTION OF SCIENCE IN EDUCATION

1. *In the Elementary School.* The special function of science in the elementary school is to multiply children's experiences with the objects and forces of nature to be met in everyday life, thereby directing into purposeful channels the primary instincts to explore, collect, nurture, know, and construct.

2. *In the High school.* The special task of high school science is to help the pupil organize the facts and forces of his material world in logical fashion so that he may adapt his living and thinking with increasing effectiveness to the social, physical, and economic life about him.

The special function of science in the Junior High School is to help the pupil organize his immediate environment in as usable a form as possible.

The special function of science in the Senior High School is to help the pupil carry on in more detail and with greater completeness the task begun in the Junior High School of organizing his material world in logical, usable fashion and to develop any particular scientific aptitudes discovered in the Junior High School.

VII. OUTCOMES OF SCIENCE INSTRUCTION

1. In the Elementary School. Nature-study contributes largely to the pupil's physical and mental health through its pleasurable outdoor activities; develops many kinds of motor skill and a progressively large stock of meanings for the things he sees about him and for the events that are taking place about him; and provides a background of rich, realistic experience for the more systematic work in science of the high school period.

2. In the High School. The outcomes of science instruction in the case of a pupil who has had not less than four years of science work in the high school—three years in the junior high school and not less than one in the senior high school—should be as follows:

a. Worthier membership in the home because of increasing sensitiveness to household problems involving the health and comfort of all and increasing ability and readiness to supply solutions of these problems.

b. Worthier membership in the school and civic community because of increasing sensitiveness to such problems as sanitation and hygiene, first aid and accident prevention, and increasing ability and readiness to coöperate in their solution.

c. Growing vigor of body and brain because of increasing sensitiveness and response to the laws of nature governing their development and use.

d. Greater appreciation and enjoyment of the wonders and beauties of nature because of increasing intelligence with reference to the significant facts and forces of nature.

e. Growing appreciation of the place of scientific research and procedure in the development of our industrial, commercial, and agricultural life because of increasing intelligence with reference to the scientific processes involved in the production and distribution of the products of farm and factory.

f. A broadening view of the major fields of human activity and a growing conception of his opportunities to render his largest service to society through the development and expression of his innate powers.

VIII. PRINCIPLES OF ORGANIZATION

Scienee Material in the Elementary School. Material for use in Nature-Study should be selected and organized in acordance with the dominant instincts and interests of the pupils. The problem is

one of progressively amplifying and enriching a child's sense experience, using as material the objects and forces of his environment in the order of their natural occurrence and instinctive appeal.

Benjamin Franklin in his "Proposals for the Education of Youth in Pennsylvania" (published in 1749) quotes Rollin as saying of the study of nature, "That much of it falls within the Capacity of all Sorts of Persons, even of Children. It consists in attending to the Objects with which Nature presents us, in considering them with Care, and admiring their different Beauties, etc. Searching out their secret Causes indeed more properly belongs to the Learned.

"I say that even Children are capable of Studying Nature, for they have Eyes, and don't want Curiosity; they ask Questions, and love to be informed; and here we need only awaken and keep up in them the Desire of Learning and Knowing, which is natural to all Mankind. Besides this Study, if it is to be called a Study, instead of being painful and tedious, is pleasant and agreeable; it may be used as a Recreation, and should usually be made a Diversion. It is inconceivable, how many Things Children are capable of, if all the Opportunities of Instructing them were laid hold of, with which they themselves supply us.

"A Garden, a Country, a Plantation, are all so many Books which lie open to them; but they must have been taught and accustomed to read in them. Nothing is more common among us than the Use of Bread and Linnen. How seldom do Children know how either of them are prepared, through how many Operations and Hands the Corn and Flax must pass, before they are turned into Bread and Linnen? The same may be said of Cloth, which bears no Resemblance to the Wool whereof it is formed, any more than Paper to the Rags which are picked up in the streets: And why should not children be instructed in these wonderful Works of Nature and Art which they every Day make Use of without reflecting upon them?"

He adds—"that a careful Master may in this way enrich the Mind of his Disciple with a great Number of useful and agreeable Ideas, and by a proper Mixture of short Reflections, will at the same Time take Care to form his Heart, and lead him by Nature to Religion." The case for nature-study has not been better stated since.

Science Material in the High School. In the Junior High School, the work in science should continue to enrich the pupil's sense experience and to respect, in the choice and organization of teaching units, the order of his mental growth. The pupil should begin now, however, to organize the results of his observations in usable form for personal and social ends. Since phenomena are still observed and treated as wholes, the organization will not follow the logical classification of any one or any combination of the special sciences.

It will find its material and its point of departure in everyday experiences and will stress the development of the pupil rather than drill in subject matter. Such an organization will be of distinct advantage to the pupil whether or not he continues his schooling beyond the junior high school. If the pupil discontinues his schooling at the end of this period, it will certainly be better for him to have an elementary organization of the field of his experience rather than a more highly organized view of a restricted and a more or less unknown field. If he continues his schooling he has a broad foundation for his later work in special fields.

For the Senior High Schools, the special fields of science seem best adapted to help the pupil carry on in more detail and with greater completeness the task begun in the Junior High School and to develop any particular scientific aptitudes discovered in the Junior High School. In this work, the goal is not the acquisition of a special field of science but a more effective adaptation of the pupil to his experiential world. This world is broadly in interest and in anticipation of the whole field of human endeavor, and the task of science instruction in this period is to give the pupil methods of thinking and of working that will enable him to organize, interpret, and use for personal and social ends the facts and forces of this rapidly growing experiential world.

Throughout this science study, the organization must be psychological—that is, must parallel the development of the pupil's aptitudes and capacities. Such an organization gives the pupil the opportunity not only to acquire and use logical, scientific methods of thinking and working, but also to acquire these methods in connection with familiar material and situations in such a way as to insure their persistence and continued use. Logical organization becomes thus not the beginning of the work of instruction, but a method and a goal.

Professor J. Arthur Thomson stresses this thought: *"For life is not for science, but science for life. And even more than science, to our way of thinking, is the individual development of the scientific way of looking at things. Science is our legacy; we must use it if it is to be our very own."

*Outline of Science, p. 4.

IX. REFERENCE HELPS

Below will be found a small, selected list of reference helps which the science teacher will find helpful.

I. ELEMENTARY SCHOOLS

Books

1. The teaching of elementary science—G. H. Trafton—Houghton, Mifflin.
2. Handbook of nature study—A. B. Comstock—Comstock.
3. a. Source book of biological nature study.
   b. A field and laboratory guide in biological nature study.
   c. Source book of physical nature study.
   d. A field and laboratory guide in physical nature study—E. R. Downing—University of Chicago Press.
4. a. Nature study for primary grades.
   b. Nature study in lower grammar grades—H. H. Cumming—American Book Co.
5. The study of nature—S. C. Schmucker—Lippincott.
6. Nature study and life—C. F. Hodge—Ginn.
7. The making of a flower garden—I. D. Bennett—Stokes & Co.
8. Gardening—A. B. Stout—World Book Co.
9. Garden crops—L. S. Ivins—Rand McNally.
10. Farm friends and farm foes—C. M. Weed—Heath.
11. Studies of trees—J. J. Levinson—John Wiley & Sons.
12. Pennsylvania trees—Illick—Pennsylvania State Department of Forestry.
13. How to attract birds—N. Blanchan—Doubleday, Page.
14. Boy bird house architecture—L. H. Baxter—Bruce Pub. Co.
15. Handbook of birds of eastern North America—F. W. Chapman—Appleton.
16. The pet book—A. B. Comstock—Comstock.
17. Bird book for children—T. W. Burgess—Little, Brown.

Magazines

18. Nature-study Review—Monthly—Ithaca, N. Y.
19. Bird Lore—Bi-monthly—Harrisburg, Pa.

Bird Clubs

Audubon Society—1974 Broadway, New York.
Liberty Bell Bird Club—Farm Journal—Philadelphia.

II. HIGH SCHOOL

1. Junior High School (Grades VII-IX)

Books

Bulletin, U. S. Bureau of Education, 1920, No. 26, Reorganization of Science in Secondary Schools.
Science Teaching—George R. Twiss—Macmillan.
The teaching of elementary science—G. H. Trafton—Houghton, Mifflin.
a. Source book of physical nature study.

b. A field and laboratory guide in physical nature study—E. R. Downing—University of Chicago Press.

The teaching of general science—W. L. Eikenberry—University of Chicago Press.
The making of a flower garden—I. D. Bennett—Stokes & Co.
Gardening—A. B. Stout—World Book Co.
Garden Crops—L. S. Ivins—Rand, McNally.
Farm friends and farm foes—C. M. Weed—Heath.
Studies of trees—J. J. Levinson—John Wiley & Son.
Pennsylvania trees—Illick—Pennsylvania State Department of Forestry.
How to attract birds—N. Blanchan—Doubleday, Page.
Boy bird house architecture—L. H. Baxter—Bruce Pub. Co.
Handbook of birds of eastern North America—F. W. Chapman—Appleton.
The natural history of the farm—James G. Needham—Comstock.
The outline of science—J. A. Thomson—Putnam.
The next generation—Jewett—Ginn.
Laboratory projects in physics—F. F. Good—Macmillan.
Home-made apparatus—J. F. Woodhull—Barnes.

Magazines

General Science Quarterly—Salem, Mass.
Scientific American (monthly)—New York.
Popular Science Monthly—New York.
Monthly Guide for Science Teachers (Published by Popular Science Monthly)—New York.

2. Senior High School (Grades X-XII)

Books

Bulletin, U. S. Bureau of Education, 1920, No. 26, Reorganization of Science in Secondary Schools.
Science teaching—George R. Twiss—Macmillan.
The realities of modern science—John Mills—Macmillan.
The natural history of the farm—James G. Needham—Comstock.
Chemistry of farm practice—T. E. Keitt—Wiley & Sons.
Elementary practical mechanics—Joseph Jameson—Wiley & Sons.
Agricultural engineering—J. B. Davidson—Webb.
The outline of science—J. A. Thomson—Putnam.
The next generation—Jewett—Ginn.
Chemistry of commerce—Robert Duncan—Harper.
Creative chemistry—Edwin E. Slosson—Century.
Problem course in chemistry—Miller and Pugh—Allyn & Bacon.
Physics of the household—C. J. Lynde—Macmillan.
Elementary household chemistry—J. F. Snell—Macmillan.

Magazines

Scientific American (Monthly)—New York.
Popular Science Monthly—New York.
School Science and Mathematics (Monthly)—Chicago.